DOCUMENT RESUME

ED 046 023 CG 006 087

TITLE	Mom, They Like Me! Summary Report ICS (Improve Self Concept), A Three Year Innovative Pilot Project for Low Achieving Pupils.
INSTITUTION	Paw Paw Public Schools, Mich.
PUB DATE	Aug 70
GRANT	OEG-3584-4329
NOTE	91p.
AVAILABLE FROM	Paw Paw Public Schools #27, 313 West Michigan Avenue, Paw Paw, Michigan 49079
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Academic Aspiration, *Camping, Individual Differences, Individualized Instruction, *Individualized Programs, Motivation, Personality, *Self Concept, Self Help Programs, Social Reinforcement, Tutorial Programs

ABSTRACT

This project is based on the premise that a low self-concept can handicap a child's academic and social achievement to such a degree that a pattern of failure, frustration and "school dropout" is evidenced. The project design included the development of a 12-month program in three phases: (1) summer session, during which relationships between parents, teachers and pupils were developed, (2) a two-week camping program, the purpose of which was to learn through everyday living experiences, and (3) the school year program with its provisions for a personalized curriculum, self-paced instruction, on-the-spot counseling, and a continuous progress concept. Results indicated that the two-week camping program was the most valuable total unit of the project and self-pacing its most valuable single element. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (TL)

ED0 46023

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

©HVAS

MOM, THEY LIKE ME!

Summary Report
"I C S"
(Improve Self Concept)
ESEA Title III OEG 3584-4329
1967 – 1970
A three year innovative pilot project for low achieving pupils.

CG 006 087

ED0 46023

"MOM, THEY LIKE ME !"

Summary Report

"I S C"

(Improve Self Concept)

ESEA Title III OEG 3584-4329

1967 - 1970

A three year innovative pilot project for low achieving pupils.

August, 1970

LEONA WASHBURN, DIRECTOR
Paw Paw Public Schools #27
313 West Michigan Avenue
Paw Paw, Michigan 49079

TABLE OF CONTENTS

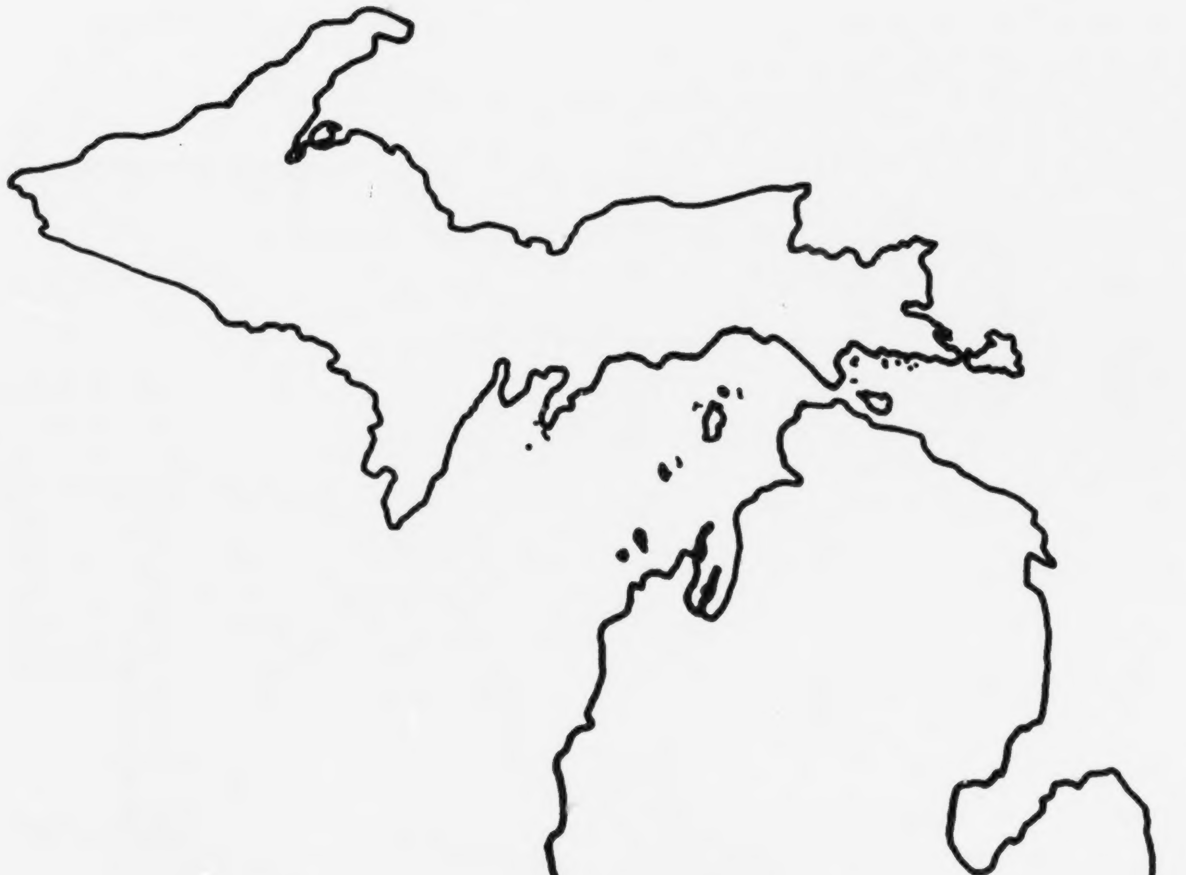
Page(s)

Paw Paw School District 3, 4, 5
Acknowledgements 6, 7
"ISC" Staff 8, 9
Foreword 11
Abstract 12, 13
Introduction:
  Children Learn What They Live 15
  In the Beginning 16, 17
Part I - The Key 19
  Major Objectives:
    1. Improve Self 20
    2. Improve Self in Relation to Family 21, 22
    3. Improve Self in Relation to School 25, 26, 27, 29
    4. Improve Self in Relation to Society 30, 31
Part II - Sequence of Activities
  Phase I - Summer School 33, 34
    Experience-Centered Learning 33
    Individualized Continuous Programs
  Phase II - Camp 36
    Human Values and Personal Worth
    Program Activities 39, 43
    People Said 44, 45, 46
  Phase III - School Year 50
    Personalized and Self-Paced Instructional Program 50
    Experimental Program for Emotionally Disturbed 50, 51, 52
    "ISC" Teaching Processes 53
    People Said 54, 55, 56
    "ISC" Counseling Process 57, 58
    Self-Pacing 59, 60
    Grading 61, 62
    Student Volunteer Corps 62, 63
    Instructional Equipment and Materials 65, 66
    Advisory Council 68
    People Said 68, 69
Part III - Evaluation by Dr. Gil Mazer 70
  Measured Change in Self-Concept - Summer Camp 71
  Table I - Pre-Post Means and Z's for Real and Ideal Self-Concepts 73
  Table II - Mean Gains in Real and Ideal Self-Concepts 74
  Summary by Grade Level 75, 77
  Achievement:
    Table III - Mean Achievement 76
    Table IV - Expected and Actual Achievement 78
    Table V - Parent Ratings 81, 82, 83
  Teacher Reaction 84
  Summary 84, 85
Part IV
  Reproducing the Program 86
Appendix
  Personal Worth Inventory 87, 88, 89, 90
  Report Card 91

This report describes the experiences involved pursuant to the operation of the "ISC" (Improve Self-Concept) ESEA Title III experimental pilot project, OEG #3584. The statements and opinions expressed in these pages are solely those of the author and persons directly involved in the program respectively and do not represent the positions or policies of the Paw Paw Public Schools, the Michigan Department of Education or the United States Office of Education.

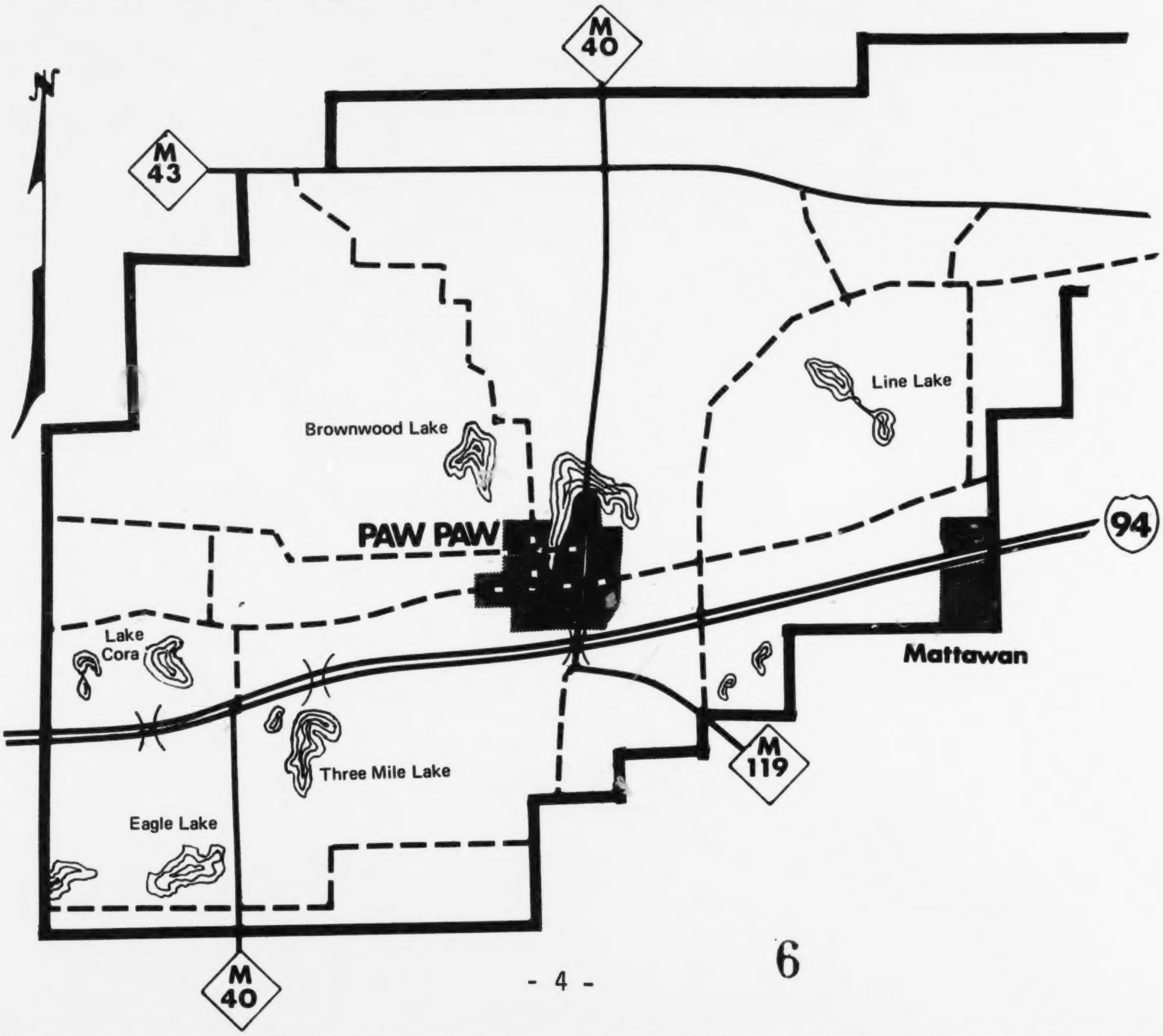
LOWER PENINSULA MICHIGAN

Paw Paw School District
Lansing - 2 hrs. from Paw Paw
Detroit - 2-1/2 hrs. from Paw Paw
Chicago - 2-1/2 hrs. from Paw Paw
Grand Rapids - 1 hr. from Paw Paw
Muskegon - 2 hrs. from Paw Paw
Kalamazoo - 20 min. from Paw Paw


*Muskegon
*Grand Rapids
*Lansing
Van Buren County
Paw Paw School District
*Kalamazoo
Detroit
Chicago

Paw Paw school district is located in the south western section of lower Michigan. It covers an area of 63 square miles with a total population of 8,000; public school enrollment of 2,000 and parochial school enrollment of 306 pupils.

The village of Paw Paw is the county seat and the site of the five school buildings. There are several wineries and small industries surrounded by extensive farm land and recreation areas. The social structure includes migrant and factory workers, self-employed business men and farmers, lawyers, doctors, educators and retired citizens.


M 40
N
M 43
Line Lake
Brownwood Lake
PAW PAW
94
Lake Cora
Mattawan
M 119
Three Mile Lake
Eagle Lake
M 40

6

PAW PAW PUBLIC SCHOOL DISTRICT #27

VAN BUREN COUNTY, MICHIGAN

ADMINISTRATORS

Mr. Albert F. Kimmel	Superintendent
Mr. Darrell Crose	Assistant Superintendent
Mr. Richard Brill	High School Principal
Mr. David Bly	Middle School Principal
Mrs. Cecile Harbour	Elementary School Principal
Mr. William Wilson	Elementary School Principal

MEMBERS OF THE BOARD OF EDUCATION

Mr. Robert Abrams
Reverend William Payne
Mr. Frank Wangberg
Mr. Theron Huffman
Mr. John O'Leary
Mrs. Jane Kimmel
Mr. Fred Pugsley
Mr. Carl Yuk (1970)
Mr. Robert Vesey (1970)

ACKNOWLEDGEMENTS

This project by its very nature was an experience of and with people. To properly acknowledge all of those who were involved, without overlooking some, would appear to be humanly improbable.

It is my sincere hope that all teachers, parents, pupils and friends who touched, or were touched by the "ISC" project benefited individually from this experience.

I also express my appreciation to those who regarded the activities of the program with honest and sincere criticism, and to those who reacted negatively to what we believe to be essential steps toward relevant and vital educational practice. The project benefited from all.

Through those listed below we extend our appreciation to all others for making the project a meaningful and worthwhile experience.

Participating parents and pupils
The Advisory Council
Paw Paw teachers and administrators
Mr. Dan McConnel, superintendent of Paw Paw schools during the planning stage and the first year of operation
Mr. Carl Lindeman, retired industrial arts teacher who drew the blue prints and guided the boat house project
Mrs. Marvel Bolinger, Tracy Beauty School Consultant, who directed grooming and hair styling workshop
Mr. and Mrs. David Moon and
Mr. and Mrs. Tom Hill, who included an "ISC" child as one of the family in their respective homes
Dr. Ray Creager and the Kalamazoo Child Guidance Clinic
Mr. Kermit Washburn, Jr., the Van Buren Youth Camp staff and board of directors
Mr. Willard Hahnenberg and the Kalamazoo Male Chorus
Detective Kenneth Taylor and the Michigan State Police, Paw Paw Post
Dr. A. L. Sebaly, Mr. Carl Lindstrom and Dr. Phillip Clark, School of Education, Directed Teaching, Western Michigan University
Drs. Kenneth Engle, Gil Mazer and Donald Tosi, Guidance and School Services, Western Michigan University

Dr. Kristen Juul and Mr. Robert Westley, Special Education,
Western Michigan University
Mr. D. B. Leonardelli, Division of Field Services, Western
Michigan University
Paw Paw Medical Doctors
Paw Paw Dentists
Dr. D. E. Fitzgerald, Kalamazoo Psychological Associates
Van Buren County Health Department
Van Buren County Department of Social Welfare
Van Buren County Juvenile Division of Probate Court
Van Buren County Cooperative Extension Service
Van Buren County Intermediate School District
Regional Enrichment Center (ESEA Title III), Oshtemo
STADIS, Wayne County Intermediate School District
ASSIST Center and ESEA Title III
Mr. Don Goodson, director ESEA Title III, Michigan Department
of Education
Dr. Harry Groulx,
Dr. Peggy Miller,
Dr. John Osborne and
Mr. Dick Anderle, Title III Consultants, Michigan Department
of Education
Mr. Bert Donaldson, Special Education Consultant, Michigan
Department of Education
Dr. Julian Smith, Director Outdoor Education, Department of
Education

And last, but always first, a very special and personal expression of gratitude to the "ISC" staff. Words inadequately express the depth of feeling and the strength of the bond that developed among these people. The spirit, excitement and exhileration that characterized the project activities were a direct reflection of the enthusiasm, dedication and professionalism of this "turned-on" staff.

Thank you one and all.

Leona Washburn

"ISC" STAFF

Mrs. Leona Washburn	Director	1967 - 1970
Mr. Stan Pefley	Counselor	1967 - 1970
Mrs. Ruth Miller	High school teacher & counselor	1967 - 1970
Mr. Lyle Buckingham	Jr. High school teacher	1967 - 1969
Mr. David Moon	Elementary teacher & counselor	1967 - 1969
Mr. William Wallace	Jr. High school teacher	1968 - 1969
Mrs. Carol Smith	Special education teacher (E. D.)	1969 - 1970
Miss Jacqueline Heckman	Jr. High school teacher	1970
Mr. Michael Tomlinson	Special education teacher (E. D.)	1970

ADDITIONAL SUMMER STAFF

Mr. David Bly	Counselor	1967
Mrs. Maxine Gosline	Reading specialist	1967, 1968
Mrs. Elsie Fleming	Reading teacher	1967, 1968
Mr. Willard Hahnenberg	Music (Western Michigan University)	1967, 1968, 1969
Mr. David Hinckel	Art teacher	1967, 1968
Mr. David Snyder	Science teacher	1967, 1968
Mr. Ellsworth Starring	Science (University of Michigan)	1967, 1968
Mr. John Hall	Physical education teacher	1967, 1968
Mrs. Geraldine Jacher	Home economics teacher	1968
Mr. Kermit Washburn, Jr.	Van Buren Youth Camp Director	1967, 1968, 1969
Van Buren Youth Camp Staff		1967, 1968, 1969
Student Teachers	Western Michigan University	1967, 1968, 1969

TEACHER ASSISTANTS

Mrs. Arlene Cutting	High School	1968 - 1970
Mrs. Helen Mears	Middle School	1968 - 1970
Mrs. Shirley Ruhonen	Elementary School	1969 - 1970
Mrs. Donna Tonner	Junior High	1970

EVALUATIVE CONSULTANTS

Dr. Gilbert Mazer	Western Michigan University
Dr. Donald Tosi	Western Michigan University

ADVISORY COUNCIL

Mr. Phillip Preston, Chairman	Business
Rev. Delvin Bertermann	Lutheran Church
Mr. William Carrington	High School Counselor
Mrs. Margaret Cummings	Van Buren County Juvenile Court
Mr. Richard Paul	Business
Mr. Willard Hahnenberg	Associate Professor, Western Michigan University
Mr. Lyle Huggett	Intermediate School District Social Worker
Sister Rachel	Principal, St. Marys Elementary School
Mrs. Betty Woodman	Van Buren County Health Department

FOREWORD

For years educators throughout the country have given lip service to "innovative" philosophies of education which provide for individual differences among pupils.

Unfortunately, however, too many of us have not had the courage to break the shackles of tradition so that appropriate programs might become realities. The usual excuse has been "the lack of money".

Through Title III of the Elementary Secondary Education Act, the United States Office of Education has now provided the "risk" or "seed" money for worthy, innovative and exemplary pilot projects.

For three years (1967 - 1970) at a cost of $297,833.00 the Paw Paw educational system has had the opportunity to experiment and research the theory that a low-self-concept handicaps the pupil's academic and social achievement to such a degree that failure, emotional frustration and dropping out of school, become the observable pattern.

The intent of the "ISC" project was to develop a twelve month program in three phases per year that would enable low achieving pupils to improve their concept of personal worth and dignity and to raise the level of their personal future expectations.

This summary has been prepared with the hope that in the continuous struggle toward equality of educational opportunity some educators may find "an idea" worth trying; or may see fit to reproduce part or all of the program; and that underachieving boys and girls and their concerned parents may realize a solution to their problems.

Appreciation is expressed especially to Mrs. Ruth Miller, "ISC" high school teacher - counselor, and Mr. Stan Pefley "ISC" counselor who gave so much of themselves to the project from its inception to the conclusion; to Dr. Gil Mazer, Western Michigan University for evaluation assistance; to the Michigan State Department of Education ESEA Title III consultants for their excellent support and understanding; and to Mr. Bert Donaldson, Special education consultant and Mr. Bob Sternberg, Consultant, Michigan Department of Education for their enthusiastic support and assistance. Appreciation is also expressed to the Regional Enrichment Center, ESEA Title III, for the printing of this report.

Leona Washburn
Director "ISC" Project
August 21, 1970

ABSTRACT

PAW PAW PUBLIC SCHOOLS
"ISC" (Improve Self-Concept) Project
ESEA Title III #3584

Summary:

A low self-concept can handicap the child's academic and social achievement to such a degree that a pattern of failure, frustration and "school drop-out" is evidenced.

From this premise the "ISC" project is designed to improve the concept of personal worth and to raise the level of future expectations of low achieving pupils through a personalized and experience-centered curriculum in accordance with individual capabilities.

The four major objectives are (1) to improve self; (2) to improve self in relation to family; (3) to improve self in relation to school; (4) to improve self in relation to society.

Introduction:

The intent of the experimental project is to develop a twelve month program in three phases that will enable low achieving, but capable, pupils to improve their concept of personal worth and to raise their expectations for the future.

This is a unique approach to the problem of the underachiever because the focus is on the human values and personal worth with academic achievement as the by-product.

Method:

Phase I - summer session
  Purpose:
    1. Establish meaningful interpersonal working relationship between parents, teachers and pupils
    2. Provide personal appointment-scheduled continuous progress tutoring programs
    3. Provide enriching cultural experiences

Phase II - two-week camping program
  Purpose:
    1. Learn through experiences in everyday living
    2. Emphasize personal worth, dignity of the individual, self-awareness and meaningful interaction

Phase III - school year
  Purpose:
    1. Personalized curriculum
    2. Individualized and self-paced instruction
    3. On-the-spot counseling
    4. Academic classes with master teachers until skills are developed that make possible successful achievement in traditional classes
    5. Continuous progress - "I" (incomplete) instead of "E" (failure) at the end of marking periods

Results:

Phase II, the camping program, is evaluated by students, parents and teachers as the most valuable total unit of the project. There is data on file to substantiate significant positive changes in self-concept and in attitude toward future expectations resulting from the camping experience.

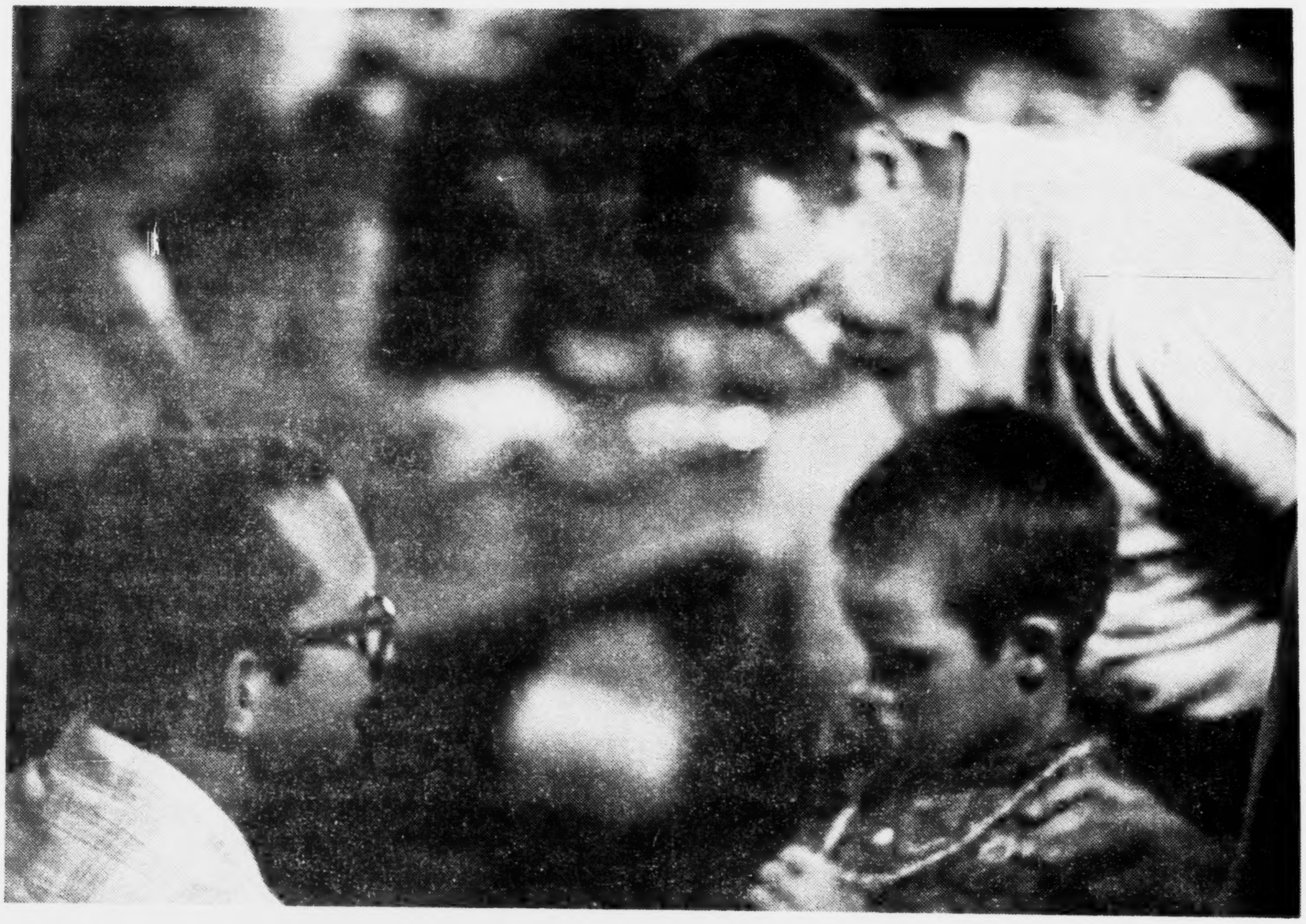
Self-pacing is rated as the most valuable single element of the project.

Analysis of the measured reading achievement data show "an average increment for all grades of 1.7 years in an eight month period."

An unexpected development in the project was brought about by combining ESEA Title III with the State Department of Education program for the Emotionally Disturbed in an experimental "ISC" project.

This is a flexible and fluid program allowing and encouraging pupils to return to traditional classes as soon as there is readiness. The services are broad enough to provide for the "OTHER PUPILS" without the handicap of a "label."

Anyone seeking further information about the "ISC" project may contact the director, Mrs. Leona Washburn
Paw Paw Public Schools
Paw Paw, Michigan 49079
Phone 616-657-5511 Ext. 26



If a child lives with defect,
he learns to fail

"CHILDREN LEARN WHAT THEY LIVE"

"If a child lives with criticism,
he learns to condemn........
If a child lives with hostility,
he learns to fight........
If a child lives with fear,
he learns to be apprehensive.

If a child lives with acceptance,
he learns to love...........
If a child lives with approval,
he learns to like himself
If a child lives with recognition
he learns it is good to have a goal..

If a child lives with security,
he learns to have faith in
himself and those about him.
If a child lives with friendliness
he learns the world is a nice
place in which to live.........."

Dorothy Law Nolte

IN THE BEGINNING (June, 1967) - - - - - -

Twelve master teachers, counselors and principals sat around a big table going through hundreds of "cum folders" filled with grim stories of academic and social failure, - cultural, physical, emotional, economic handicaps, - poor attendance and behavioral records, test scores (that may or may not have been accurate), low reading levels, low future expectations, poor study habits, and failure - failure - failure and more failure.

Through it all, whether the home was a hovel or an estate and whether the handicaps were few or many, there was the one common element, namely a LOW SELF-CONCEPT.

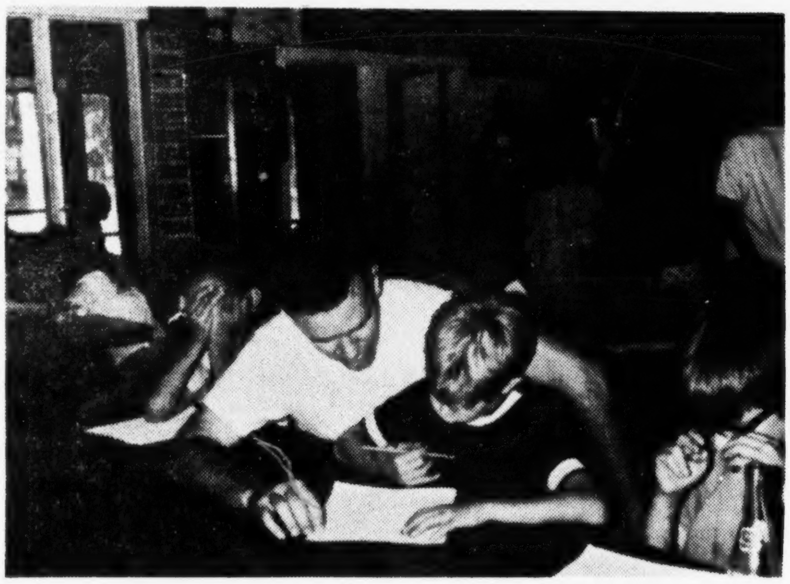
After five weeks of intensive preparation, planning and home calls the staff was ready to begin. They were eager and exhilerated - a "turned-on" group of professionals, and masters in their respective fields.

Fifty-four 5th through 12th grade pupils had been selected and they all appeared that first morning. They were not exactly jumping for joy but they had promised to be there and they were. In their faces could be read fear, awe, distrust, open antagonism, suspicion, resignation, hopelessness, curiosity and wonder. But through it all could also be detected a faint ripple of excitement and expectancy.

Jim was a junior high boy from a broken home. He was a loner - sullen, quiet, poorly coordinated and unhappy appearing boy who openly admitted that he hated school. Two teachers who made the initial call to Jim's home reported that the mother "seemed to have the feeling that this program was sent from heaven." And also, that Jim's "face lit up like a Christmas tree when he was told that he would not receive grades."

On that memorable first morning, Jim was waiting at the school one hour early, curiously watching the teachers arrive. That afternoon his mother excitedly phoned the counselor to report that on his return home, he had bounded in the door with the cry, "MOM, THEY LIKE ME!"

19



The Key
Personal Worth and Human Dignity

This approach to the problem of the underachiever is unique because the focus is on human values. Academic achievement and social acceptance becomes the anticipated by-products.

About the pupils -

"I would wish with all my heart, that all people would know that these (Title III) boys and girls with whom we work are among the most lovable and worthwhile human beings in the whole world".

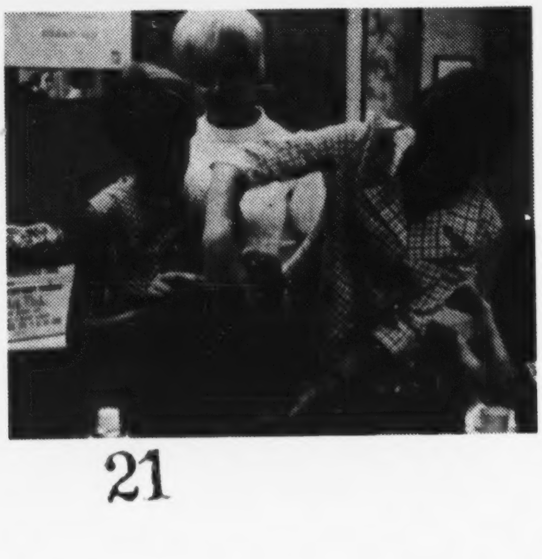
Will Hahnenberg
"ISC" teacher

Major Objectives

I. Improve Self -

To negate or at least minimize physical handicaps, that may have contributed to academic and social failures, it was necessary to first deal with health and environmental deficiencies. Through the cooperation of the local medical doctors, dentists and optometrist each student was given a complete physical examination and follow-up treatment (including 2 tonsillectomies). Over half of the group was in need of the special dental services and one-third were found to be in need of glasses. Clothes (new and used) were issued as needed. Hair cuts for boys, shampoos and sets for girls were included when necessary. A workshop for girls in grooming and hair styling was conducted. Some received free lunches at school and in a few instances a counselor or teacher took individual students to a restaurant for a meal.

The camping phase of the program provided excellent opportunities for emphasizing improvement of health habits and personal grooming. Tina, a little 6th grade girl, gained five pounds the first week at camp. To have all of the milk she wanted whenever she wanted it was pure delight. Thus the physical needs of the students which are basic to improving the self-image were met.



II. Improve Self in Relation to Family -

Parents and prospective students were contacted by members of the staff prior to enrollment of the student in the program. Only if the parents were wholeheartedly in agreement was the student included. Home calls, phone calls and conferences in and away from the school were on-going from the initial contact with the home. The teachers and counselor, director and secretary lived in the community and this was a contributing factor in establishing a comfortable, friendly, relationship between parents and staff. Evening and week-end conferences and phone conversations were common occurrences. Positive and encouraging incidents, as well as concerns, were shared.

One family moved outside of the district but wanted their daughter Linda, to remain in the program. At the request of the parents, arrangements were made for her to live in the home of a master teacher for the first year and a local pharmacist for the second year.

Another participant was accepted in the Starr Commonwealth school for boys at the request of the mother and as recommended by the counselor, master teacher and director. This is a school for delinquent boys located about 70 miles from Paw Paw. Only through constant guidance and counseling with the mother and son was it possible to bring this to pass.

Parents enjoyed afternoons and evenings in the relaxed atmosphere of the Van Buren Youth Camp where they participated in discussion groups and had private conferences with teachers.

Each year, at the close of the camping phase of the project, there was a dinner followed by a talent show put on by the "ISC" pupils for their parents.

During the winter months, parents often "dropped in" at the little Stone Cottage, the "ISC" offices, which was especially planned to appear homelike and inviting to parents and pupils. Here parent-teacher seminars were regularly scheduled throughout the winter. A fire in the fireplace, coffee and casual dress had a lot to do with the success of these meetings.

One father remarked "I quit work early today so that I could get here on time. I wouldn't miss one of these meetings if I could help it."

Teachers and counselors went to the homes for conferences whenever there was a need and in place of some of the regularly scheduled parent-teacher conferences at school. Some parents accompanied the group to Chicago to the Museum of Science and Industry, to Detroit to the zoo and Tiger baseball game, to the State capitol in Lansing and to concerts in Kalamazoo.

Caring parents and teachers were a team working together to do what seemed best for the child. In many instances the parents and teachers were on a first name basis. Thus the pupils were able to improve themselves in relation to the family.

KROGER

III. Improving Self in Relation to School -

In addition to the IQ and achievement scores available in the cumulative folders of all students, the Otis Quick-Scoring Mental Ability Tests and the Wide Range Achievement Test by J. F. Jastak, S. W. Bijou and S. R. Jastak were given to establish a base line for academic growth in the "ISC" project.

Phase I & II of the project provided opportunities for the teacher to become a friend and a "significant person" in the life of the student. There were no structured classroom situations. Science, music, art, physical education became exciting adventures in discovery, creativity and self expression, respectively, with the teacher sharing the excitement and always near to give encouragement. Reading materials were new and interesting. Learning and teaching took place on a trip, hikes, in a restaurant, in a museum, at the capital, the zoo, around a campfire, on a log, on a canoe trip, while fishing, swimming, planning a program, at a ballgame, in a cabin at camp, around the flag pole, on a cook out, at a vesper service, etc. etc.

School was "not school" but 24-hour-a-day experience-centered learning. Living meant learning and learning meant living.

After two weeks at camp the students were brought back into the school buildings for Phase III, (the academic school year.)

Change for the eighteen 5th and 6th graders was of a lesser degree than for the other two groups. Since they had always been in a self-contained classroom the physical arrangement seemed the same. The difference was that they were a tightly knit group with a rich background of shared experiences. Their teacher was truly "their friend." The assignments were individualized and at their own success level. There was no pressure and each one moved at his own pace. Each semester carefully selected student teachers were assigned to the "ISC" rooms making the pupil-teacher ratio 6 to 1.

Change for the junior and senior high groups, respectively was much greater. The students of each group identified with their respective master teacher for all subjects of the curriculum excepting in those areas where it was decided by pupil, teacher and counselor that it should be possible for the student to succeed in the traditional class.

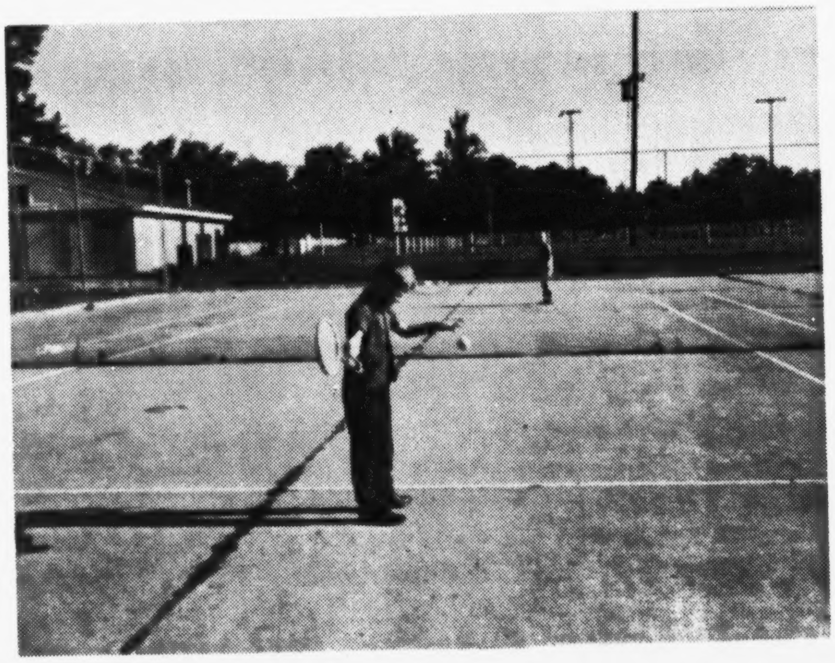
During the third year of the project it was decided to enroll all "ISC" pupils in regular class sections and assign them to the "ISC" room for the hours and subjects necessary. This eliminated the probability of being "labeled" and of infecting one another with their problems which had sometimes been the case when they were together as a group all of the time. In the third year experimental 4th and 7th grade rooms for the emotionally disturbed were included in the project. This was planned in cooperation with the state department of education.

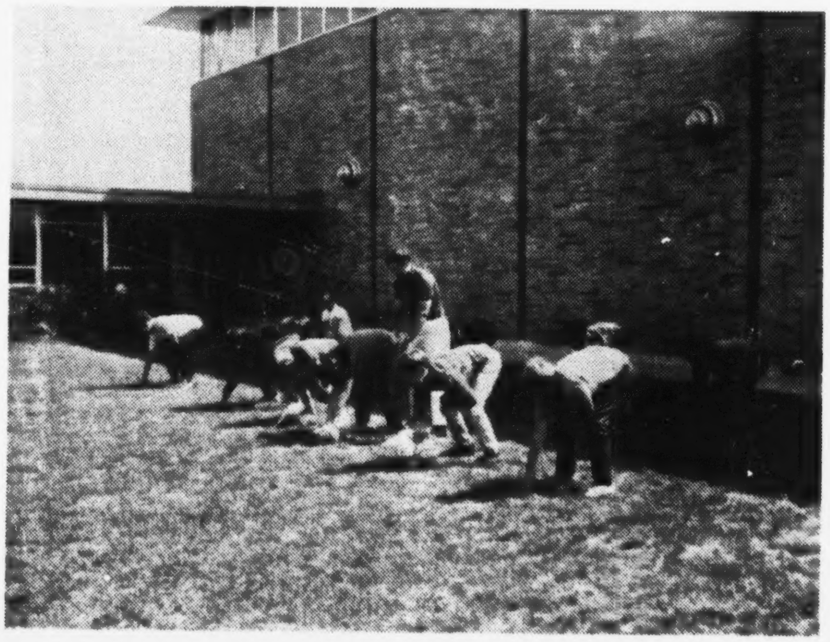
The curriculum was personalized to meet the needs of the individual. Those classes taken with the master teacher were individualized and self-paced. With the help of student teachers and a teacher's assistant, it was possible to have a tutorial program in some areas. In cases where the student seemed headed for failure it was possible for the counselor and the master teacher to make necessary adjustments and re-assignments.

A new report card without letter grades was devised which allowed the student, in consultation with the counselor to evaluate his own attitude and academic growth. The teacher likewise marked the card and then it was sent to the home. The parents then discussed the successes and their concerns for the student with the master teacher and counselor.

Extra curricular opportunities were eagerly received. Music included learning to play guitars and piano, ensemble experiences, singing, a talent show and even folk dancing. Music was extremely successful during the summer program, (Phases I and II). During Phase III most of the students were included in the general music and art programs. A talented 7th grade student outside of the program came to the elementary group once each week to teach piano. By using the ear phones pupils could practice on the electronic pianos without disturbing the class. One of the Title III seniors was stage manager for the all-school musical "South Pacific." He did such an outstanding job as to warrant special recognition from the audience.

The high points of the summer art program included enthusiasm for sketching and the unusual experience of digging and preparing the clay used for ceramic projects. They also produced interesting paintings in oils and water colors and some unique wood sculpturing.





Tennis, swimming, golf, archery and canoeing were very *successful* experiences in the summer program since most of the participants had not previously had such opportunities. For instance, one junior high girl who could not swim a stroke at the start of the camp program had successfully passed the advanced swimmers test two weeks later. A concentrated *bowling program* through the winter months probably did more to improve self-concepts and social relations than any other one offering of the program.

Through continued identification with the "ISC" teachers and counselors the pupils enjoyed a feeling of security in the knowledge that there were concerned and understanding people available when ever they were needed. In a sense it was a school-within-a-school for pupils with problems.

A high school girl remarked to Mrs. Miller "I don't know what I would do if I couldn't come back to this room when I need it." And in the words of Jim, now a junior:

Route #1
Paw Paw Michigan
May 29, 1970

Dear Mrs Miller

I have appreceated all you have done for me in the past 2 years we had a lot of desagrements but we manage to clear it up. it well be a tremendaus loss to me if I dont have you you in class nest year. But if I dont, Ill try my hardest next year in my classes and I am not going to sloft off. So good luck in your future.

May God Bless you
for you did for me.
Jim

IV. Improving Self in Relation to Society -

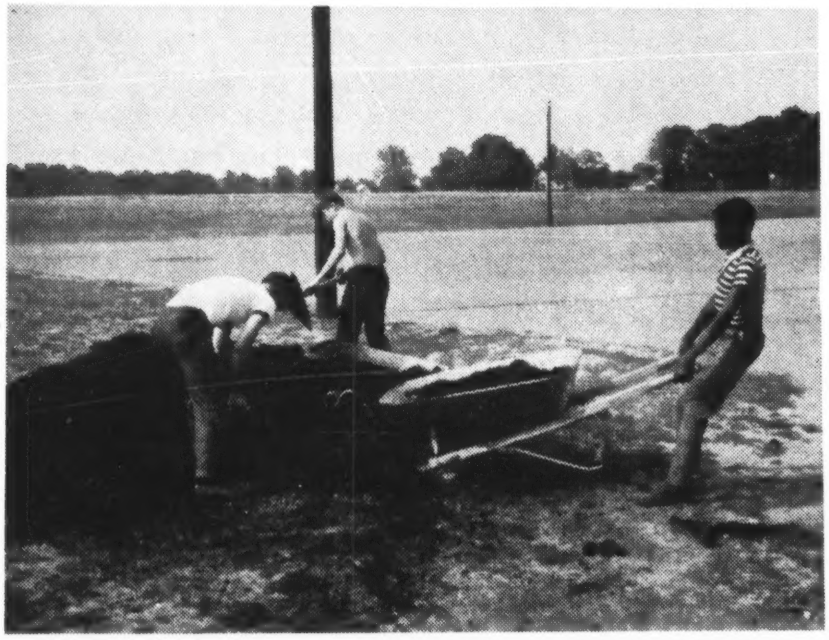
The environmental background of the "ISC" participants encompassed a wide spectrum of the social strata of the area, with the bulk of the weight on the lower end.

They lived in either shacks and filthy hovels or attractive farm and suburban homes. Some parents were on welfare, some never worked and others worked once in a while. Originally some were migrant farm workers who settled in the area, some were stable factory and farm laborers and others were business and professional people. There were "one-parent" homes and "two-parent" homes.

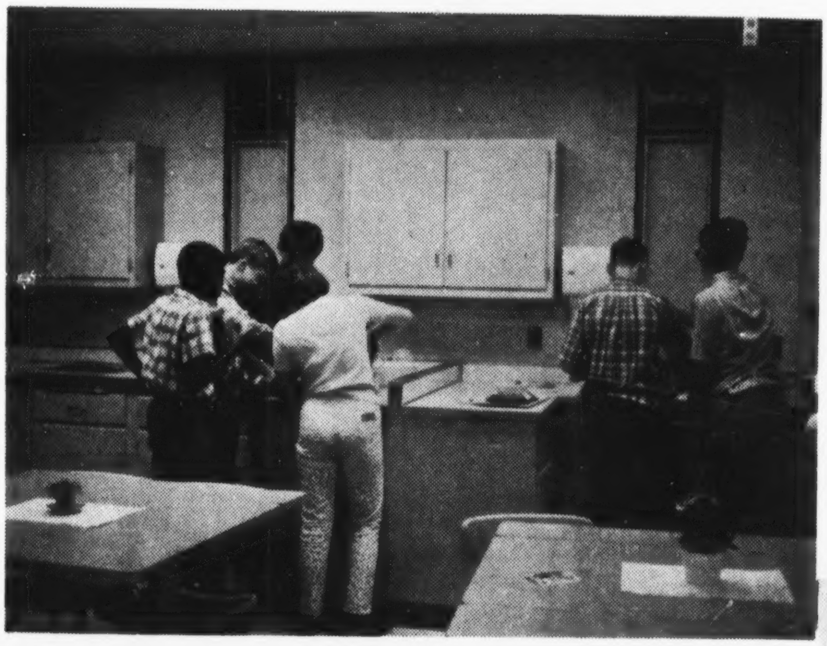
Environmental conditions contributed greatly to creating psychological and emotional problems which in turn have made social adjustments extremely difficult. The counselor and the teachers agree that more of their time was spent in counseling than in actual teaching. The student could not be receptive to academic learning as long as he was tied in emotional knots and blocked by frustrations.

In order to develop an acceptable degree of social behavior on-the-spot-individual-counseling, group counseling and group planning became a consistent part of each day.

The camping experience probably afforded more opportunities for social growth than any other part of the program. There was general acceptance by peers, living conditions were the same for all, the food was plentiful and good, there was identification with a small group, adequate and clean clothing, plenty of hot water and soap, and adequate rest. There were multiple opportunities for success and there were adults who truly cared and had time to listen. In this setting a surprising degree of unsolicited leadership manifested itself from the group. Health practices, simple social graces and unpressured learning became integral parts of living and of a socially acceptable way of life.



"One must learn
By doing the thing; for though you think you know it
you have no certainty, until you try."
Sophocles



SEQUENCE OF "ISC" ACTIVITIES

Phase I - Six Week Summer Program

In a continuous effort to offer more effective experiences, each successive year the emphasis was shifted.

The main objectives of the 1967 Phase I program were to establish rapport, to provide cultural enriching experiences and to test to determine base line data and academic success levels.

The 1968 program focused on experience - centered learning, practicality, economy and service. Both boys and girls cooked, learned about personal grooming and how to take care of their clothes. The girls made over dresses and skirts and prepared appropriate fall wardrobes. The boys landscaped the school court yard. Instead of timed class periods, pupils were able to pursue in depth areas of their respective interest or need such as science, music, art, reading and typing. For recreation there was golf, bowling, tennis and a few evening concerts.

In 1969 Phase I was an Individualized-Continuous-Progress program for junior and senior high pupils. When self-pacing was implemented in the academic school year schedule, deadlines, such as January and June, were obviously unrealistic. It naturally followed then that there was a need for an extension of the "school year" for some students to finish course requirements and for others to improve their skills in weak areas.

Pupils came on an appointment basis to the Stone Cottage, which was comfortable, air-conditioned and home-like.

The teaching staff consisted of a master teacher or director of learning and six student teachers with majors in secondary education - math, English, science and history.

The teaching was individualized with the length of appointments varying according to the need.

Appropriate credit was given as course requirements were completed. Some concentrated on improving their skills in weak areas preparatory to taking certain courses in the fall.

There was a plan* that included the elementary pupils in a similar program of skill improvement. As in the olden times, the teachers were to work with pupils in their respective homes. This should have strengthened parent-teacher-pupil rapport and understanding, prevented vacation time academic regression and hopefully improved skills in weak areas.

Note: *Due to circumstances in the local district it was necessary to delete this part of the program.

"As educators our main aim must be the development of the emotional maturity, imagination, and understanding necessary for living together in a world grown small."

Willis H. Scott

Phase II - (Two-weeks prior to beginning of the school year) HUMAN VALUES IN LIVING AND LEARNING IN A LIVE-IN CAMP environment.

This phase of the project was rated by teachers, pupils and parents as the most valuable unit. In the shortest span of time the greatest gains were made in improving self-concepts and influencing future expectations of the participants.

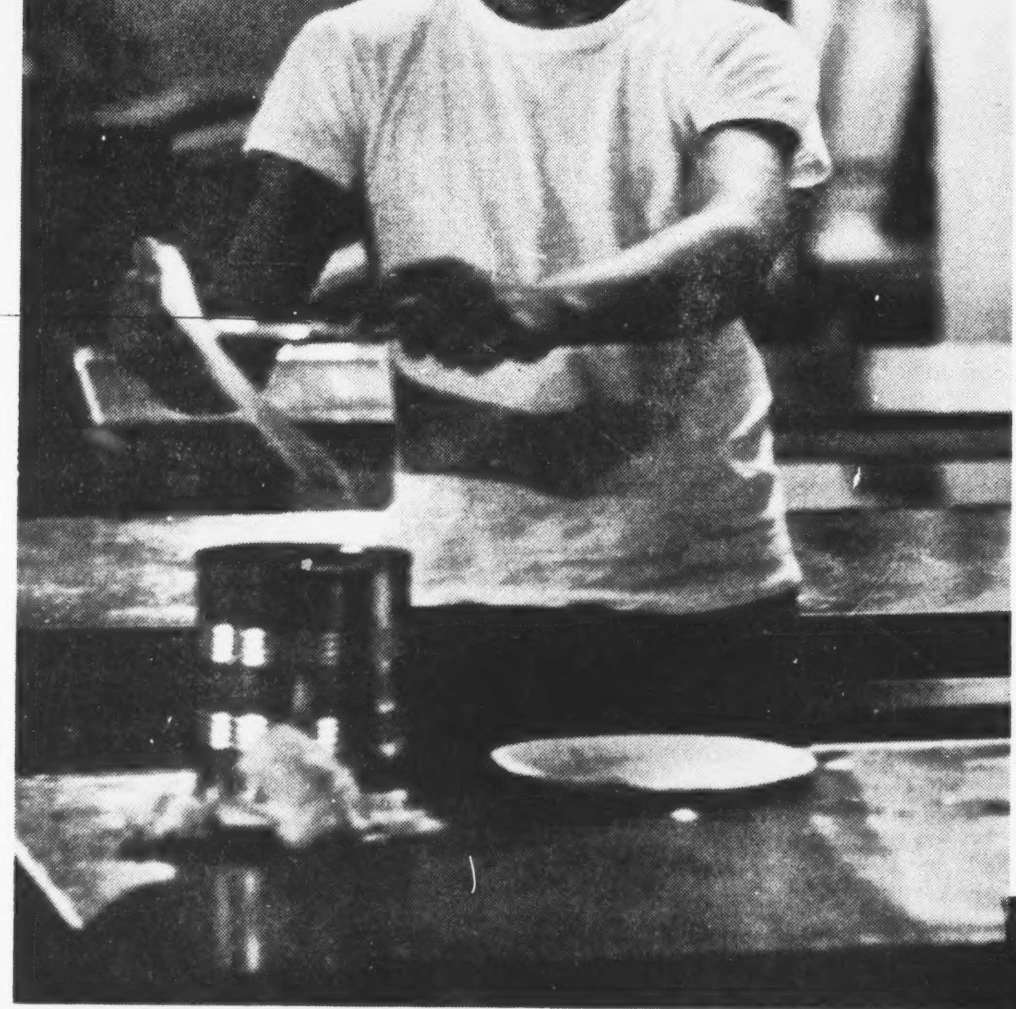
The Van Buren Youth Camp; owned by a non-profit corporation, is located 13 miles from Paw Paw on Great Bear Lake. The property consists of thirty-two wooded acres and eight hundred feet of shore line with a sandy bathing beach.

The facilities are modern and adequate for 128 campers. The camp is equipped for a wide variety of program and recreational offerings.

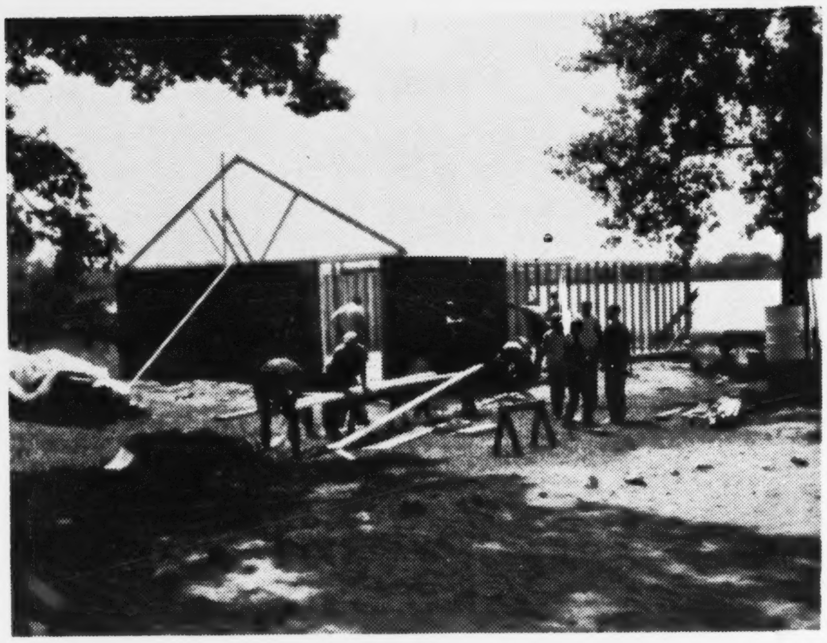
The camp program staff is composed of selected young teachers and college students who exhibit genuine empathy with children and who are skilled in their respective areas of responsibility. An "ISC" teacher said:

> "The young people who comprise the regular staff at Van Buren Youth Camp are, without exception, wholesome, open, out-going, loving, talented, sincere, mature, responsible, enthusiastic human beings. Beyond that, they are true professionals in their particular area of responsibility. They are the best possible models for our Title III youngsters or any youngsters for that matter, and what they teach these kids, just by being what they are, is unbelievable."

In a camp setting it was possible for "ISC" pupils to discard their little camouflages and forget some of their inhibitions. They sensed a delightful freedom in the spacious and relaxed environment; no walls and no bells. The schedule was flexible and



A singing camp director makes KP duty "OK"



spanned a multitude of intriguing activities which provided as many opportunities for personal success experiences.

The program was based upon (1) personal worth; (2) democratic society; (3) recreation; (4) conservation; and (5) citizenship. Through these avenues it was possible to attack all of the major objectives of the project: (1) Improving self; (2) Improving self in relation to family; (3) to school and (4) to society.

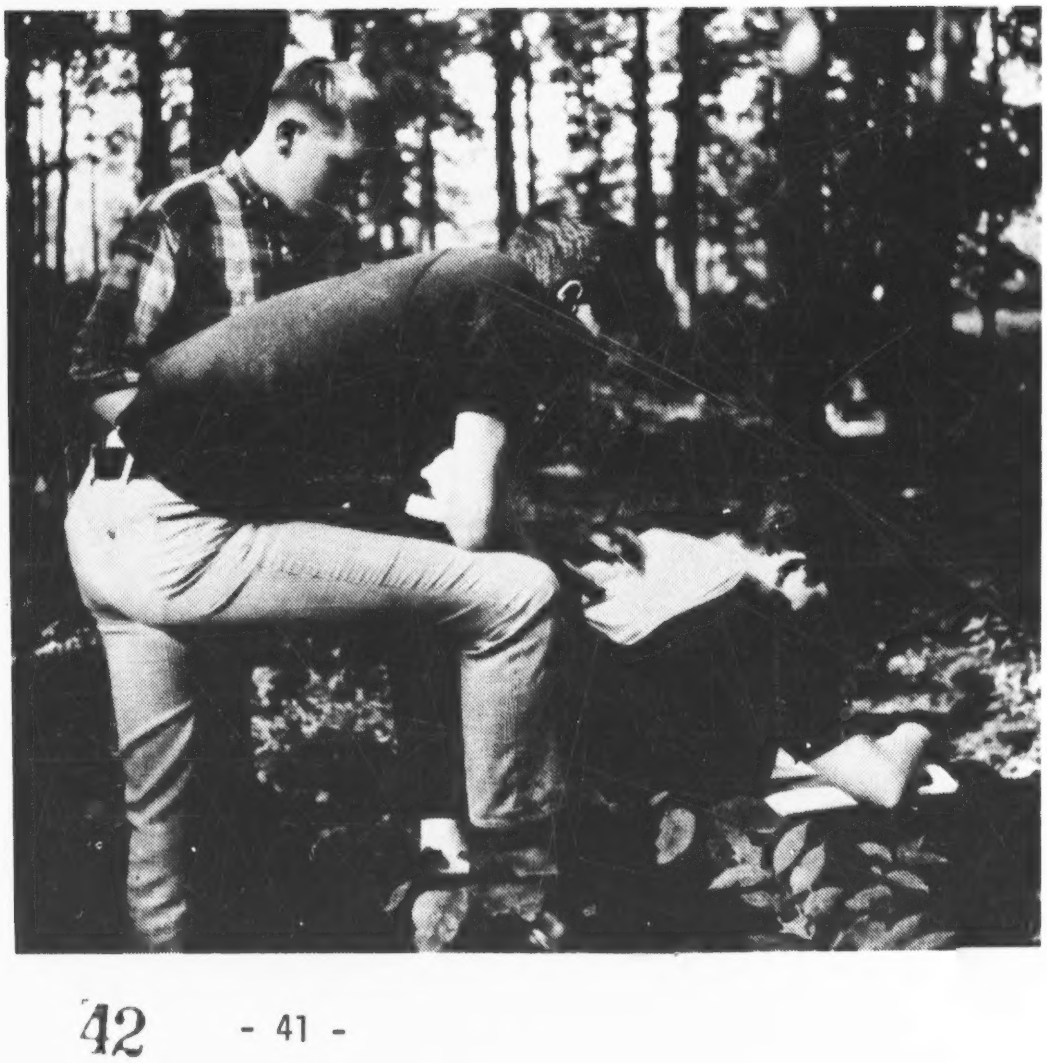
Responsibilities had to be assumed by each camper in the areas of personal health and cleanliness, daily chores and participation in daily programs.

There were opportunities for personal achievement requiring skills in archery, swimming, life saving, riflery, arts and crafts, music, dancing and sports.

Through the cooperative efforts of pupil-teacher work teams they experienced pride in group achievements. Together they built a boat house and a rustic gateway to the camp, painted buildings and made other improvements. The "ISC" counselor noted -

> "To one sullen and uncooperative seventh grade boy the building of the boat house was the turning point. He worked with staff members every day for the entire working time. He took pride in learning how to build each section of the structure from the ground up and was allowed to pound the last nail. He began to participate and to enjoy the camp activities. The crowning moment came when he was elected by the campers to the exalted position of "C.O.D." (chairman of the day)."

Uninhibited discussion of real problems was natural and easy as pupils and teachers worked and sweated side by side.



VAN B
OUTH
YOU
VAN BUR
REE
CKET
Span

Leisure time represented the earned freedom to pursue personal interests such as fishing, reading, playing games, hiking, whittling, painting, singing and talking with peers and teachers.

Citizenship and government took on new meaning as they learned to plan and execute meaningful ceremonies for the raising and lowering of the flag each day; as they assumed the role of voting citizens and perchance leaders in the truly democratic society of the camp; a small but very real world.

Science stepped out of the classroom and school schedule into an all-day, everyday exciting experience in discovery and exploration. The woods and the lake never ceased to provide adventures in learning.

Music became a natural expression of moods. Notes and symbols did not get in the way of genuine enjoyment of singing around a campfire. Richard and Frank will always remember the experience of building a xylophone.

Creative dramatics and speech were real and enjoyable experiences on "stunt night", for a banquet program, a flag ceremony, or directing games at a party.

Physical fitness and all that goes with it did not need to be scheduled as such because good health practices were a part of every day camp living.

Social functions such as the evening parties were no longer watched from the outside by "ISC" students. They learned to plan programs, decorations and refreshment, and they practiced the social graces necessary to give them ease and enjoyment. Living cooperatively and harmoniously with cabin mates, planning and making group decisions helped them to better understand their role in their family and society.

In the camp environment teachers and pupils were able to relate to one another as caring human beings. Personal strengths and weaknesses were not camouflaged by artificialities and rigid structures.

As the group was boarding the buses to leave camp, Joan, a seventh grade girl, was crying her heart out. A teacher, attempting to console her, said, "Joan, there really is no need to feel so badly. We will all be together again Monday morning when we get back to school." Between sobs, Joan replied "Yes, but it won't be the same when you get all dressed up and have all of that power."

An "ISC" teacher and a counselor evaluated the camping experience:

> "This, I feel, has been the most successful and significant phase of this program. Many of the staff members, myself included, entered upon this experience last summer with trepidation. However, I feel that we are now all united in citing the camp experience as being the one in which the most dramatic gains are made in the least amount of time. It is here that the teacher can express his warm personal regard for the student in many, many ways impossible in the regular school situation. It is here that the student, living with his teacher, learns that the teacher is really human after all and has the same kinds of feelings that he has and is not just another impersonal figure of authority on a horizon which is greatly crowded with authority figures. Teachers and students are swimming "buddies" at the beach. They take canoe trips together. They go fishing together. They sing together at table, and the teacher is just as likely to be compelled to "kiss the moose" as any student present. They join hands at campfire. They take walks together. They dress alike. And it is in this beautiful

atmosphere where true, genuine respect is born, and thrives, and grows. It is in this atmosphere where the teacher is suddenly at his best. It is in this atmosphere where the problem boy or girl, given the responsibility to be "Captain of the Day" becomes, in an instant, a model of deportment. It is in the camp atmosphere that the Title III student is at his best. It is here that he becomes lovable because he knows that he is loved. It is here that the thoughtful teacher realizes that perhaps, for the first time in his life, he is able to reach his full potential as a human being because he is, for a short time a real teacher in every sense of the word."

Will Hahnenberg

"Living with our students; mealtimes, bedtimes, thinking times, working together, playing together and learning together is an unforgettable experience. I think it can and has made a permanent impression upon the lives of many students and all of the teachers and counselors who were there.

Many of us have certain peak experiences which are fixed in our memories. Experiences which we can think back upon, - when we had courage, - when we could do and learn so many things. These peak experiences usually lasted only a short while. But at the Van Buren Youth Camp it was two weeks filled with peak experiences!

How did this happen? Sensitivity training in which the staff came to know themselves and each other must have surely had a great deal to do with it. The staff was able to train the students in these techniques so that they could help one another with personal problems, and share feelings openly, together. The staff became involved, made an emotional investment in the interests, hopes, and problems with the students. Many came to light only in this 24 hour environment.

Stan Pefley

A father commented:

> "A tremendous change took place during Colins' attendance at the Van Buren Youth Camp under the Title III program. Incidentally all our powers of persuasion including yours, Mrs. Washburn, and those of Mrs. Miller and his counselor, Mr. Pefley, needed to convince him that he should attend. Imagine then our surprise and elation when we saw and heard for ourselves at the closing ceremoney at the camp a changed boy who seemed to have developed a self assurance and outward going personality which we had previously thought impossible. Socially and in his self-assessment and his attitude toward school - there was no doubt in our minds that the program had been of great benefit to him.
>
> Mr. Haswell

Letter from the camp director:

October 1, 1968

Dear I.S.C. Students,

"On behalf of the Van Buren Youth Camp, I want to thank you for everything you've done this summer to help the camp. You can really be proud of your accomplishments both large and small.

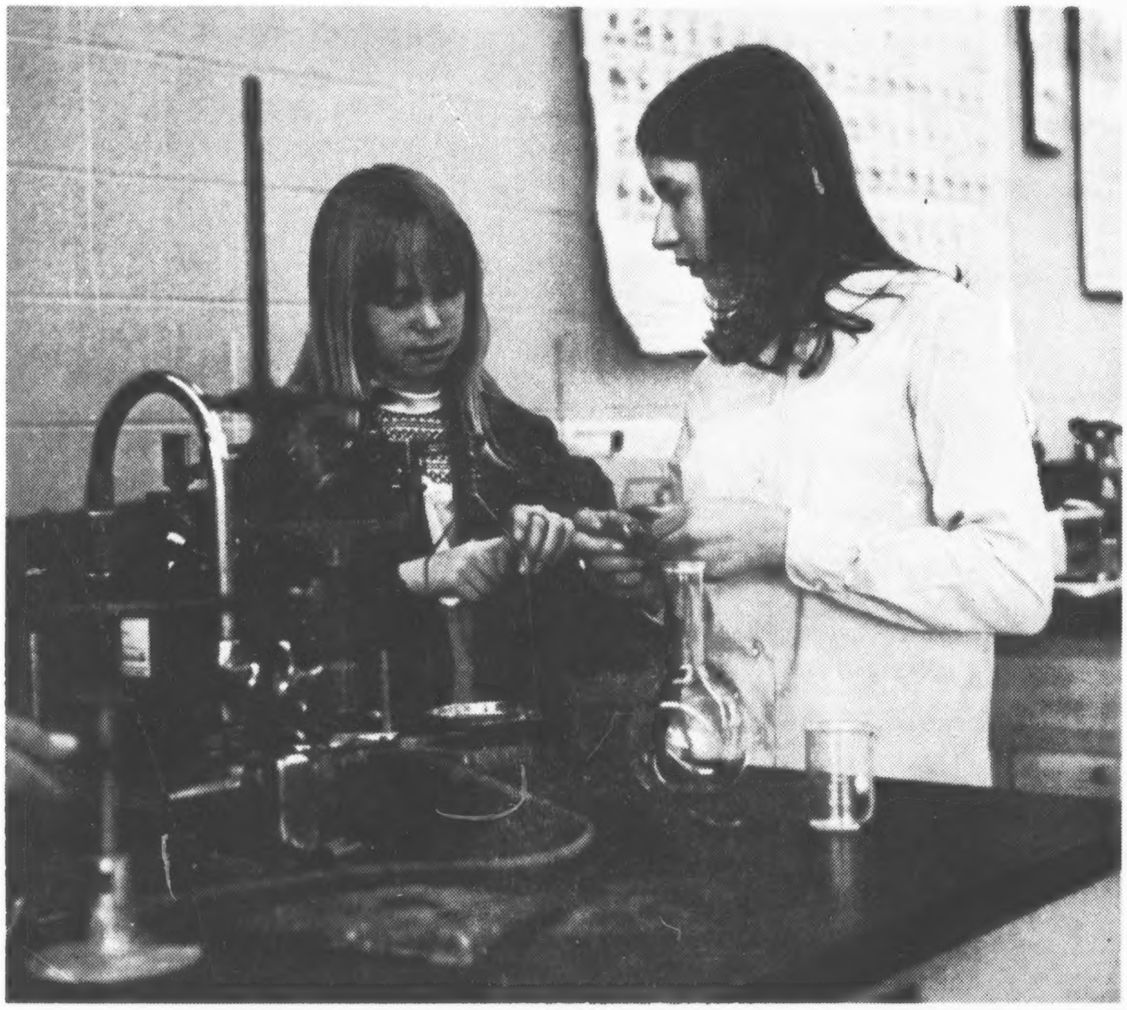
The camp staff enjoyed working with you and sharing the two weeks in August. We feel you are truly a great bunch and needless to say we are proud of your accomplishments.

We've had a lot of compliments on the painting projects and of course the boathouse. People are amazed that young people your age could accomplish projects of such large dimensions. We tell them that not everyone could, but you are a special group, not the run of the mill teenager.

Remember at the beginning of the week I stated that anyone who contributed to the camp automatically became a part of the camp. It is your camp and you have become a very important part of it.

Again, thank you very much for everyting. See you next summer."

Tim Washburn
Director and Van Buren Youth Camp Staff



"Oh, this learning,
what a thing it is!"

William Shakespeare

"All of us know - and should never forget - that above and beyond everything else we give our children is the security of our unwavering faith in them."

Lois Knowles

Phase III - Personalized and Self-Paced School Year INSTRUCTIONAL PROGRAM

The program began with the three pilot groups of eighteen pupils per master teacher with a student teacher. The elementary pupils (5th and 6th grades combined) and the junior high pupils (7th, 8th and 9th grades combined) were in self-contained situations. They were away from the "ISC" teacher for only music, art and physical education classes.

The high school group (10th, 11th and 12th grades) moved each hour and were in "ISC" academic classes where self-pacing and individualized instruction were necessary for the pupil to achieve.

The second year the number of "ISC" participants was increased from fifty-four to eighty and the grade level groupings were changed to 6th, 7th, 8th, and 9th through 12th respectively. Each master teacher was assisted by a teacher-aide and a student teacher. Again the elementary and the junior high groups were in self-contained classes.

More changes were made in the third and final year of the project. It had become apparent that many of the "ISC" participants suffered from the same kinds of behavior and learning problems as did those qualifying for special education programs for the emotionally disturbed.

> "Studies of incidence in school reports show from 2 to 12% of the school population have emotional handicaps which prevent them from making a satisfactory social adjustment. These pupils show undue anxiety, fear, restlessness, daydreaming or overaggressiveness and frequently achieve academically

> below their potential. Results of California studies show between 5% and 10% of pupils are handicapped by behavior or learning problems caused by emotional disturbance. California also found that the behavior of 5.4% of pupils in grades 4, 5 and 6 is of a nature that makes it difficult for teachers to secure from these pupils the kind of classroom behavior that is required. The study also found the smallest percentage of emotionally handicapped children in the early primary grades and in the upper grades of high school. This seems to confirm the belief that a reciprocal relationship exists between educational success and healthy emotional growth."

In a comparatively short time, the "ISC" approach could change the direction of the educational future for most of these children. At the secondary school level it had become apparent that the emotional problems of many of the "ISC students were of such a serious nature that they could not be adequately treated through the counseling program. It had been necessary to refer six "ISC" students and three sets of parents to a professional psychologist. One student had to be hospitalized for psychiatric treatment and was also treated for hemorrhaging ulcers. Ten students were involved in group therapy with the psychologist and counselor. Two boys, a graduate and a sophomore, had to be committed to the state hospital.

> [2] "Teachers and administrators need special training to recognize children with special problems and handle them in the regular classroom. Supportive special services need to be developed to handle the child's needs."

---

[1] Michigan Program for the Education of Emotionally Disturbed Children Bulletin 365 p. 21

[2] Pacereport "The Handicapped", James Gallagher, Assoc. Commissioner, Bureau of Education for the Handicapped p.6.

To more effectively reach and aid pupils with problems, an experimental "ISC" program was developed which combined ESEA Title III and Michigan's special education program for the emotionally disturbed.

The project now included one hundred and ten pupils from the 4th through the 12th grades. It was recognized that for some pupils the transition from early to later elementary was an experience comparable to that from elementary to junior high school. According to teacher observations, standardized test records, counselor and administrative judgment, 16% of the 4th grade children were "failing" academically and showing signs of low self-concepts.

The approved plan for this third year of the project included:

Fourth grade - 15 pupils
Teacher (certified to teach emotionally disturbed)
Teacher aide

Sixth grade - same

Seventh grade - 17 pupils enrolled in regular class sections - assigned to "consultant teacher of emotionally disturbed" for individualized instruction according to need.

Eighth grade - 27 pupils enrolled in regular class sections - assigned to "ISC" room with master teacher and aide for individualized instruction in subjects where skills were inadequate.

High school (9 through 12) - 36 pupils -
Same plan as for 8th grade

The design was good but because of local problems it was not possible to staff the 6th grade room at all, the 7th grade only from January to June and the 8th grade from April to June.

"ISC" Teaching Processes

> "A teacher who can arouse a feeling for one single good action, for one single good poem, accomplishes more than he who fills our memories with rows on rows of natural objects, classified with name and form."
>
> Goethe

1. Human values first - subject matter second.

2. Directed personalized learning programs for each child.

3. Listened rather than lectured.

Observers from Western Michigan University making the Flanders Interaction Analysis of teaching procedures noted that the "ISC" teachers--

> "Fostered good citizenship and classroom procedures. Students appeared to be "guided" in their program of study rather than "forced" or "led" by the teachers. Project teachers promoted participation and responsibility in the classroom processes.
>
> Constantly gave encouragement and praise to the attempts at and conclusions of classroom tasks. Project teachers were more apt to give praise to the students for learning rather than praise themselves for teaching.
>
> Offered remedial help without "advertising" it as such.
>
> Were more conscious of performance than of time. Because the project offers curriculum flexibility, project teachers seemingly are not concerned with deadlines, etc.
>
> Offered an opportunity for the student to realistically appraise himself and to make self-evaluations in the area of academic progress.
>
> Were aware of their responsibilities and commitments to the students in the "ISC" program."

High school "ISC" teacher-counselor said:

> "We strive to help the student with personal and emotional problems and also work with parents and homebound students. Our goal is to help the student assume a productive place in the classroom, in the home, and in the community. We stress the academic skills we feel he will need in his daily life. As he gains in social and academic skills, his self concept will be improved because he has experienced success.

One technique that we are trying is to have a reluctant and poor reader prepare questions on science material from Science World for our seventh grade brain damaged boy. Both boys gain in reading comprehension and in writing skills. The reluctant reader feels an accomplishment, and must read more carefully than he did when the teacher prepared the questions. We have him write the quiz 5th hour and during 2nd hour we have a typing student copy it for the brain damaged boy to do the next day."

Ruth Miller

The elementary school counselor said:

"I would like to write briefly on some observations I have made of boys and girls in the "ISC" room at Black River School.

1. These children have experienced a warm human relationship with their teacher and aide which is not typical of all rooms. It may very well have been the first human encounter for some.
2. There is a bond between the children, a caring and sharing and an effort to improve interpersonal relationships. Individual social progress has been noticeable.
3. Some have learned to value their assets and accept a little more gracefully their limitations and thus become more responsible individuals.
4. I have observed on the spot discussion of personal and class problems with all given a chance to be heard and help with a solution.
5. I have witnessed two boys - (one happened to be black - one happened to be white) who resolved feelings of hostility toward each other by communicating in a small group their feelings and finding they could do this without name calling and abuse.
6. Two girls have become friends, given up to a great extent their need to compete and try to control each other and have shown they can perform in a regular classroom situation.
7. Two girls have been working seriously at becoming friends, the going has been rough, but a more mature relationship is beginning to take shape.
8. A boy who found it almost impossible to have eye contact with anyone at the beginning of the year is now able to do this, smile, and respond verbally.
9. A boy who insisted on being in the "limelight" most of the time has learned some control and patience and the ability to listen to others and be happy with his fair share of attention.

I feel each one has progressed at his own speed socially, personally and probably academically, though I have no information on the latter. I believe this developmental progress was due, in a large part, to the warm accepting attitute of the teacher, Mrs. Smith, and her competent aide, Mrs. Ruhonen, and to the atmosphere maintained in the room."

Trina W. Pigott

A university professor and "ISC" summer teacher said -

> "I have been a teacher for twenty years and am currently on the staff at a large university after having spent thirteen years in the public schools. I have never worked with a staff which even remotely approaches the dedication and great unity of purpose displayed by the Title III staff. Through working with this staff, and through working with Title III youngsters, I have gained a pride in being a teacher that I never had before. This pride is solidly based on the conviction that these experiences have made me a better teacher than I had ever dreamed of becoming. Of particular value to me has been the brief experience in sensitivity training which we had this summer with Dr. Wells."

The "ISC" counselor said -

> "What is the best kind of teaching? The kind where the teacher sets the example, of excitement, and love of the subject, and love and understanding of the student. The teachers worked with the students on projects like landscaping the high school courtyard, painting buildings and building the boathouse at camp. The staff did not stand back and tell the kids what to do. I am sure this method would have failed. We rolled up our sleeves and set the example of good hard work. The kids naturally followed it because they saw what benefits we were getting out of it.
>
> Physical health of the student comes first, emotional health second. Only after the first two are taken care of should we be concerned about whether he can multiply, divide, or knows how a bee makes honey.
>
> Perhaps the way to improvement lies in helping the teachers to greater self-understanding first. Then they can transfer this new dimension of living to their students. This is how it happened last summer, right here in Paw Paw in the "Improve Self-Concept" program.

Student Teachers said -

> "There was soft music playing as I walked in. The students were working silently on their own work - reading, spelling, math, anything. Were expected to ask questions at anytime concerning their work.
>
> Mr. Moon explained that they do very little work together as a class. Individual work and study is stressed. All work is done at their own speed. Spelling is done together but only to a point. One unit is taken each week - however if a child can cover more than one unit a week he is encouraged to do so. Evaluation is left solely up to the child. He decides if his work is good or bad and where his area of study should be directed.

The kids are able to use the answer book to correct their own problems. If they have some wrong, they are to figure out where they made their mistake.

I am really surprised how quietly these kids work. They seemed to be so involved in what they are doing.

Mr. Moon is a very dedicated and sensitive teacher. He strives to know the individual needs of all his students and works on a one-to-one basis. This idea sounded so good in theory to me, that I am glad I had a chance to see it in action."

"I found myself very relaxed and quite at home in this room. I wish my own room could have this type of situation and structure. I don't think anyone can leave the "ISC" room without being excited about this way of teaching."

"It's important for young "teachers-to-be", such as me, to know that there are teachers who are willing to go beyond the classroom, where most of life's learning actually takes place.

I was inspired by your concern for these kids. I think none of you, or myself, will be quite the same ever again."

Pupils said -

"Mom, they like me!" - Junior high boy

"These teachers are different." - 11th grade boy

"The teachers are really interested in us!" - Linda, 10th grade

"I like school better. I can do work better. I can work at my own pace and get help when I need it." - Lester, 6th grade

"I get help on questions. School was a bore last year. Teacher didn't listen to me." - 6th grade boy

Parents said -

"It was the teachers that made the difference."

"The understanding of the teacher is unbelievable. Greg realizes that he is a lucky boy."

"Having one special teacher to go to with his problems and a counselor to help him is a great advantage. If nothing except this concept is carried on in the future, I feel it would be a big step in the right direction for all high schools and it should be a must in junior high."

"Title III is like the old fashioned one room school plus specialists."

COUNSELING PROGRAM

The "ISC" counselor did all of the pre and post testing. The instruments used were:

Wide Range Achievement Test by J.F. Jastak, S.W. Bijou, S.R. Jastak.
Otis Quick Scoring Mental Ability Tests by Arthur S. Otis
K.D. Proneness Scale by William C. Kvaraceus
Q-Sort by Butler - Haigh
Personal Worth Inventory by Gil Mazer and Stan Pefley

The counselor worked closely with "ISC" teachers and parents as well as with the boys and girls. There were regularly scheduled group and individual counseling and guidance sessions, but "on-the-spot" counseling seemed to be the most effective.

In order to implement a personalized curricula for "ISC" pupils it was necessary to make frequent adjustments in class schedules. The counselor was the liaison between the "regular" teachers, "ISC" pupils and teachers and the administration.

The master teacher of the high school group was also a counselor and, in her words, "spent more time counseling than teaching." Before learning could be effective, problems had to be solved or at least minimized.

Much of the success of the program is due to these two counselors. They gave of themselves unstintingly in and out of school hours. They were frequent visitors in "ISC" homes and were received as friends of the family. Their patience and faith seemed to have no bounds. Even in their own homes the "ISC" pupils and parents called on week-ends and evenings.

Boys in the armed services "come right over to see Mrs. Miller" when they are home on leave. They have even phoned long distance from the base "just to talk" to her. Even after graduating, the girls continue to bring their most intimate concerns to her.

In time of family crisis over marital problems, trouble with the law, family economy or sickness, the first thought for many of these people is to "call Mr. Pefley."

A father wrote:

> "Colin became morose and lacking in self-confidence and had we stayed in England he would have left school last Easter (1967) and no doubt would have been in a "dead end" job with little or no prospects unless we had been successful in persuading him to take an evening school course.
>
> He had a difficult time adjusting himself to the very new surroundings and to grasp the fact that here was a great opportunity to succeed and make new friends and to continue his education full time after all.
>
> Along came the Title III program and we readily agreed to his participation.
>
> The results were very encouraging and we found the "counselor" system most helpful - something which British educators would be well advised to introduce!"

SELF-PACING

Self-pacing was rated as the most valuable single element of the project. Through Title III it was possible for Minnie, a 20 year old Indian girl, to come back to school, having "dropped out" years earlier from the 9th grade. She is an intelligent, hard-working girl, and completed with honor all basic academic requirements for graduation in about ten months in the program. As an added assurance toward graduation after six months in school she passed the GED test with above average scores. She was offered a complete college scholarship, but because of her concern for her younger brothers and sisters, she chose to stay at home. She now has a good job and seems to be happy.

Likewise, Bruce, who had dropped out of school for a year and a half as a first semester sophmore, graduated in June, 1969. Through self-pacing and a personalized curriculum, he was able to complete all of his course requirements with honor in two years time.

A seventh grade boy, on entering the program, could neither add nor subtract simple facts with any degree of consistent accuracy, and did not know multiplication factors. He had "failed" mathematics for six consecutive years. After one month in the individualized self-paced program he showed a gain of two grade levels on The Wide Range Achievement Test.

An eighth grade boy who had never completed a daily assignment or read a book from the beginning to end before entering the program is now successfully completing all assignments in the traditional school classes. After six months in the individualized self-paced program his standardized reading score went up 2 years and 6 months.

An eighth grade "ISC" boy, as he attempted to adjust to a class in the regular school program, wrote the following note to the teacher about self-pacing:

> "Miss________, I did not read the third stage because when I am at home I can not study because of my brothers and sisters all making so much noise that it is difficult to study or read at home.
>
> Also I got use to the way that Mr. Buckingham ("ISC" teacher teaches our class and when I started to taking this class I was not able to switch to an entire different way of teaching.
>
> Also Mr. Buckingham didn't force me into working, and I think that I got a lot more done in thier than I did since I came into this class room.
>
> I have over the years became so that if a teacher trys to forse me to work that I will not do what he or she told me to do."

"NO LETTER GRADES"

This facet of the program posed no problems at the elementary level. Progress was reported through personal letters from the teacher and 3-way conferences between the pupil, parent and teacher at home and school.

In the beginning at the secondary level, there was great rejoicing among the pupils when the pressure of letter grades was lifted.

An "ISC" report card was designed to help the students to be realistic in self-evaluation of attitude changes as well as academic progress. The pupil and teacher marked the card independently and then together compared and discussed their ratings. It was not long, however, before some students were asking for letter grades. They were experiencing academic success and the pressure of conformity by the peer group was too great to combat. To change the grading system in a school would be necessary to do it for all students at the same time.

In a truly self-paced educational program, achievement and or completion of course requirements become the goals. To fail in January or June and have to repeat an entire semester in the same course is not a part of the plan. Therefore the grading system finally accepted was letter grades A, B, C, D and I(incomplete.)

> [3]"Teachers have the right and obligation to indicate to students that they have not learned everything important in their course by giving the student an "I" (incomplete,) but teachers do not have the right to fail students, nor is the giving of an "F" in accordance with the concepts of professionalism. By giving an "I" until such time as a student learns everything important in a course, the responsibility for learning is given to the student, and also allows for individual differences in rate, amount, and mode of learning. In giving an "I", the student only has to learn what he hasn't learned. In giving an "F", the student has to repeat the course not only to learn what he hasn't learned but to sit through the presentation of everything he has learned. The boredom resulting from sitting through the whole course a second time generally results in losses in learning rather than any increases in learning. In many schools, an "I" automatically becomes an "F" after a certain period of time. Is it possible that after the administrative deadline that something that was once worthwhile learning is now worthless???"

STUDENT VOLUNTEER CORPS Involvement

Forty-eight Western Michigan University freshmen, sophomore and junior students came into the Paw Paw schools each week to work with pupils who wanted and needed help to upgrade academic skills.

These were serious-minded and clean-cut young people who not only aided and befriended students who were floundering but tended to upgrade the popular image of the contemporary college student. Their only reward was valuable experience and satisfaction derived from service. Transportation costs were paid by Title III and the University arranged the schedule.

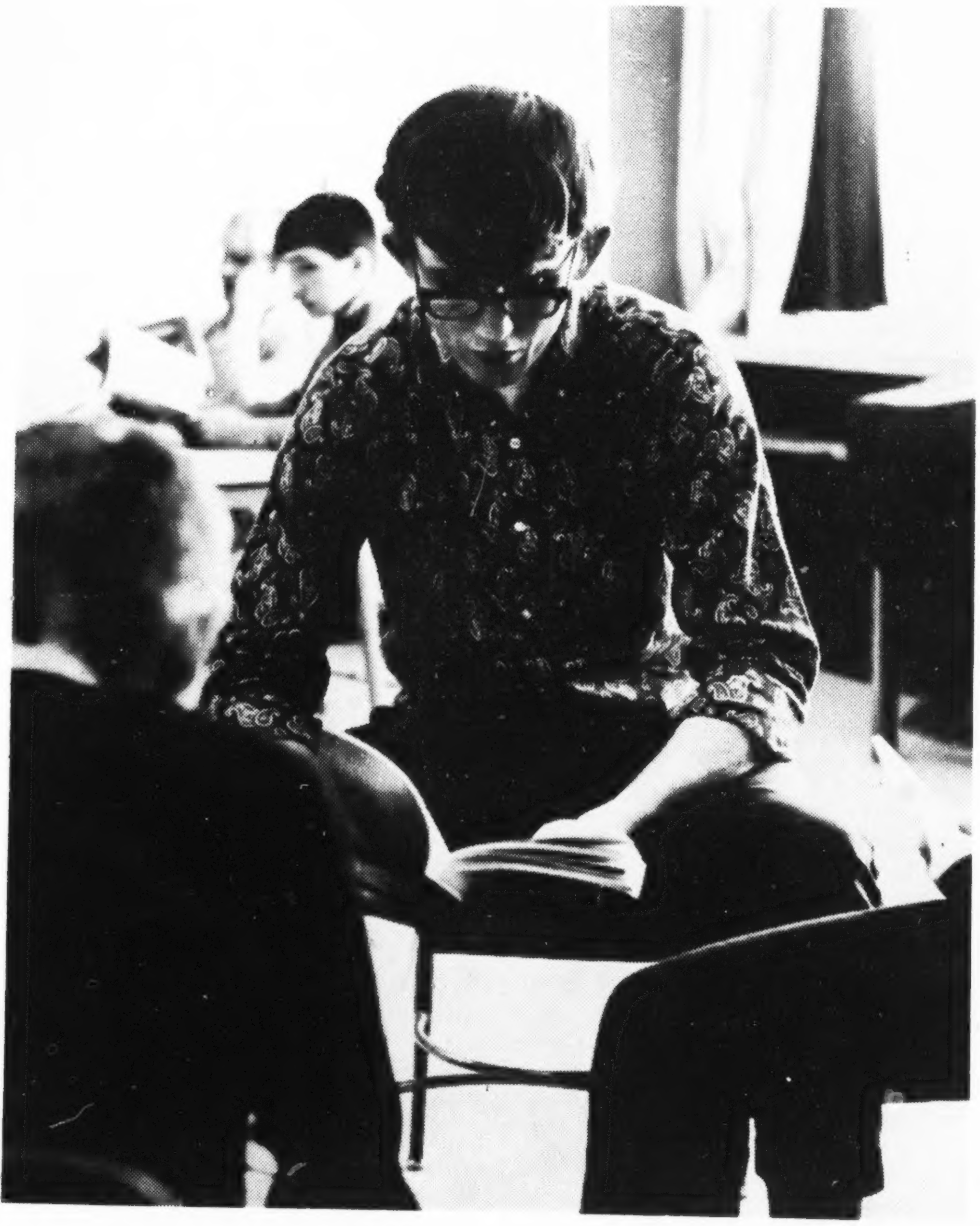
---

[3] Dial-Access Information Retrieval and Systems for Education Newsletter Issue #14 March, 1969

Benefits to the "ISC" pupils were two-fold: (1) improved the study skills and (2) raised level of future expectations.

PUPIL-TO-PUPIL study helps

Older "ISC" pupils volunteered to work with the younger pupils. There seemed to be instant rapport and understanding. Both parties benefitted academically and it was an excellent technique for building self-concepts.



INSTRUCTIONAL EQUIPMENT

The tape recorder was probably rated by pupils and teachers as the most valuable single piece of equipment. When the reading levels were beyond the skills of the pupils, teachers were able to teach the concept by taping the information for the pupil.

Pupils used the tape recorder for self-evaluation of reading and speaking improvement. They also used it as an emotional outlet when they needed to talk about their problems. The counselor used it constantly in both individual and group guidance.

To compensate for the inadequate reading skills of many of the "ISC" pupils a great deal of teaching was done through audio-visual presentations. It was, therefore, important to have movie and slide projectors and a screen available at all times.

Record players were used to provide background music during study time. The pupils listened to recordings and prepared themselves for better understanding and appreciation of the musical shows and concerts which they attended.

Some were able to improve their spelling and writing skills through the use of second-hand typewriters.

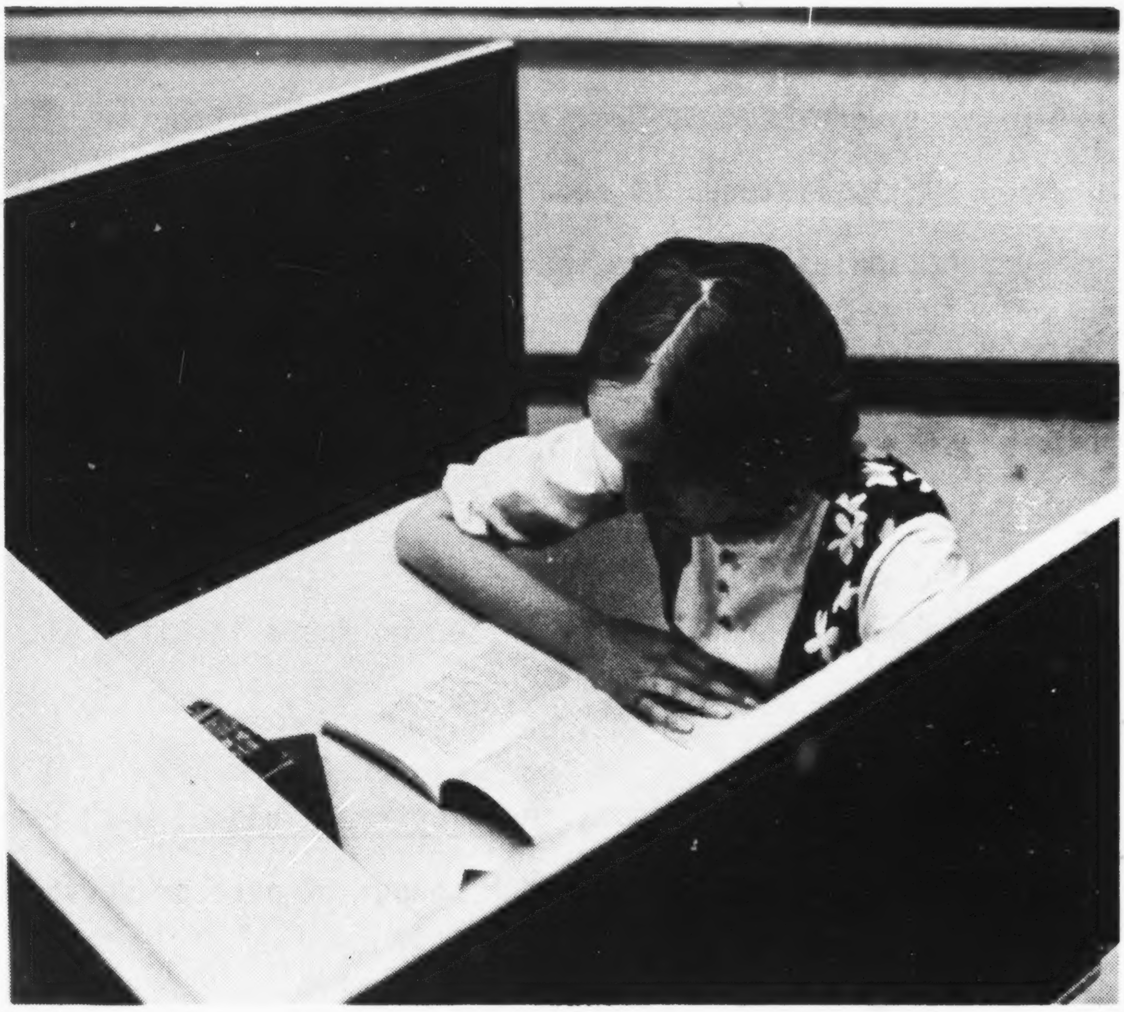
Study carrels were appreciated by those who found it difficult to study with distractions around them.

In the self-contained classroom, the electronic piano, with head sets, was used by pupils who needed a change of pace or seriously wished to practice.

INSTRUCTIONAL MATERIALS

Pupils who had developed genuine aversions to the traditionally prescribed hard covered text books displayed new interest when they were handed attractive and different looking materials. The reading levels were suitable to their skills and the interest levels were likewise appropriate to their maturity.

Individualized programmed materials in government, math and science, weekly magazines for English, science and world affairs and reading labs were used with considerable success.



ADVISORY COUNCIL

The volunteer council of concerned citizens, representing service agencies and organizations, businesses and professions, was most valuable. Their suggestions were practical and their support was reassuring. They were a sounding board for plans and a link between the program and the people of the community.

HERE WE HAVE FAILED:

"If Title III has one great failing it is that we are so busy doing that we haven't had time to do an adequate job of telling. The general public still has a great misunderstanding of what this program is all about. This is certainly understandable. The program is unique."

An "ISC" teacher

PARENTS SAY THE PROGRAM SUCCEEDED:

"Brian's attitude toward school and other people has improved 100%, resulting in self-confidence and joy in school."

"The Title III program made us understand our son better."

"By not being in this program Frank wouldn't be a senior this year."

"I think Gary benefitted from "ISC" and matured quite a bit while in the program. The fact that he dropped out of school in December cannot be blamed on the program. I think they really helped him to progress to a point where he was able to pass the G.E.D. test at Western Michigan University with a very good score and shows that he did learn a great deal. He is now at Radioman School at Naval Training Center, Bainbridge, Maryland, and seems to be doing very well."

"By working closely with Mrs. Miller, teacher and counselor, real changes in attitude toward school and home have occured. Ken is working with his dad, has good relationships with members of the family and anxious to achieve in school."

"I feel this program helped our son in many ways. He is a healthier and happier boy since the program. I cannot praise it enough."

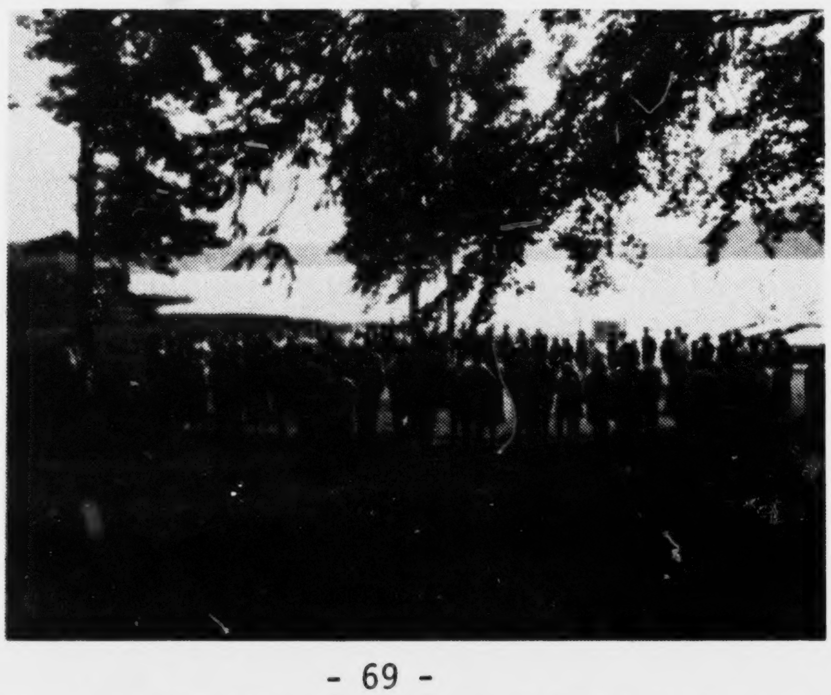
"We feel this program has been of great value to our son. We feel the camp was important because when school began he already knew and liked his teacher and had decided he would like school. There was a big improvement in his attitude and he took a much bigger interest in his subjects this year.

"This was Robbie's first year in the program and it would be interesting to see if he would improve as much in two years as he has in this one. We would like to see this program continue so as to help others as much as it has helped our son."

(Parents of a 4th grade boy)

"I believe Gregg would never have made it this far without Title III and the help of Mr. Pefley and Mr. Buckingham and Mrs. Miller - he has talked of Mechanic School but when we started Title III he didn't even want to go to school."

"Edward is to me a changed boy is doing very good in school, get along with other kids. I think Ed could get along next year and finish. But there a lots of kids that could use a lot of help like Ed got."



d.

"ISC" Project

EVALUATION

Dr. Gil Mazer
Guidance and Personnell Services
Western Michigan University
Kalamazoo, Michigan

August 20, 1970

EVALUATION:

Measured Change in Self-Concept: The Summer Camp Program

The fundamental objective of the ISC project, as implied in its title, was to improve self-concepts of participants; that is, their perceptions of self with respect to their personal worlds.

The summer camp program, Phase II of the project, provided a sequence of experiences which are uniquely appropriate to the project's goal of ego-enhancement.

Group living at camp provided many opportunities for the formation of new and intimate friendships and other emotionally rewarding contacts with both peers and superiors. In addition, the camping encouraged the assertion of leadership potential and, provided opportunities for satisfaction emanating from tangible accomplishment. If indeed, self-concept is formulated from the direct result of social interactions as many authorities believe, then the camping provided a situation with reasonable prospects for eleciting positive changes in self-concepts.

To test the hypothesis that attending camp would produce a positive change in the self-concepts of participants, a 40-item self report instrument was constructed which combined some of the features of tests in the domain. The test is presented in the appendix. Reading level and phrasing were kept well within lower-elementary difficulty ranges and to avoid confusion, children responded to a 3-point time scale, from "most of the time" to "not often". Item content included statements about self in relation to work, school, family, friends, and people. Scores for both real and ideal self-images were provided.

The self-concept instrument was administered to all students 4th through 12th grade (with the exception of grade 5) during the first and final week of camp. The results of this testing is summarized in table 1 which presents mean pre-and post-test scores for both real and ideal self concept, as well as Wilcox in signed-ranks tests for significance of differences between pre-and post-test measures.

Table 1

It is apparent from the table that to the extent that the tests employed is a valid instrument, the summer camp experience achieved its objective of enhancing the self-concepts of participants. Increments in both real and ideal self-concept scores far surpassed those which would have been expected from chance improvement or regression.

In an effort to further analyze results mean gain scores for real and ideal self concept were computed to ascertain the grade level at which greatest change occurs. Table 2 presents the results of these computations. Maximum total scores for the test is 120.

Table 2

While it must be cautioned that data derived from such small samples must be interpreted with caution, some patterns may be observed in table 2. For example an increase in both real and ideal self-concept seems related to age and grade level of the student. It may be speculated that the camping program may have had its greatest impact on older children. In any case the latter group

Table 1

Pre-Post Means and Z's for Real and Ideal Self-Concepts

	$\overline{X}$	d	Z
Real Pre	97.31	4.80	- 4.24*
Real Post	102.11		
Ideal Pre	89.62	6.29	- 4.54*
Ideal Post	95.91		

*Sig at the .01 level.

Table 2

Mean Gains in Real & Ideal Self-Concept by Grade Level.

Grade Level	N.	$\bar{X}$ gain Real	$\bar{X}$ gain Ideal
4	12	6.2	-7.6
6	10	6.0	.7
7	9	1.5	3.3
8	18	11.5	8.4
9	11	11.0	8.2
10,11,12	6	13.5	6.5

seems most amenable to change in self-estimates. The negative mean scores for ideal self in grade 4 and negligible change among sixth graders leads one to speculate that this group developed more realistic self-expectances as a result of their experiences.

Finally consideration was given to the convergence of ideal and real self-concept scores. According to many authorities the similarity of these two scores is a valid index of mental health. In the current study approximately 60 per-cent of scores showed an increase in concordance between real and ideal scores. Thus with respect to this index, approximately six of every ten participants indicated improved mental health.

To summarize, the results of psychological testing lends support to the conclusion that the camping experience is an important component of the ISC program and contributes significantly to the achievement of the basic objective of improved self-concept.

Achievement:

Since the ISC project was in large measure a remedial program, considerable interest was focused upon academic achievement especially in basic subjects such as reading. A record of achievement was maintained for students who remained in the program for the full three years of operation. These 23 students comprise a "high risk" group who were essentially non or underachievers and posed many perplexing problems for their teachers. Measures of achievements on these students were taken on four occasions during three years of the project using the Wide Range Achievement Test (WRAT). The WRAT is a widely used instrument which provides achievement scores expressed as grade-level equivalents in reading (word recognition) spelling and arithmetic.

Table 3

Table 3

Mean Achievement for 23 Project Students

Test Date	Reading	Spelling	Arithmetic
8-67	4.6	3.5	4.7
5-68	5.5	4.0	5.2
5-69	6.2	4.2	5.5
5-70	7.2	4.7	5.9

Some trends in achievement may be noted upon inspection of the table. First, it is apparent that progress was made in the three subject areas tested. There is a history of relatively even gains throughout the period, although the 1968 school year produced less achievement than either 1967 or 1969.

It is also apparent that progress in reading far surpassed increments for either spelling or arithmetic. This result may reflect the greater emphasis placed upon acquisition of reading skills or possible the operation of a test bias. In any event it is notable that on the average these under achieving "poor risk" students exhibited progress in reading which is well within ranges for "regular" students. This remarkable progress in reading is not matched in spelling and arithmetic where only a little more than one year's average progress is indicated.

Anticipated vs. Actual Achievement

The cogent question with respect to achievement concerns any difference in performance which may be attributed to the ISC program. In other words did participation in the project accelerate achievement and/or tend to erase defects which existed prior to the beginning of the program?

There is of course no method for accurately ascertaining what the actual achievement of ISC students would have been had they remained in the regular program for the three years of the project. One can only estimate their hypothetical achievement based upon past performance prior to enrollment in ISC and then compare this figure with actual achievement in the project. Table 4 presents the data resulting from the indicated interpolation along with actual achievement for the three WRAT scales.[1]

---

[1] It should be noted that to compute anticipated achievement, a linear relationship between achievement and age is necessarily assumed. In actuality this relationship is not linear, with the value of age having a gradually decreasing affect on achievement with the passage of time. This phenomenon tends to increase estimates of hypothetical achievement.

Table 4

Expected and Actual Achievement in Months of School, for 23 ISC Students Who Remained in the Program for Three Years

Student	Reading Expected	Reading Actual	Spelling Expected	Spelling Actual	Arithmetic Expected	Arithmetic Actual
1	7	18	9	7	16	8
2	22	28	20	21	20	0
3	8	21	9	10	24	5
4	16	21	15	-5	20	6
5	20	21	20	8	15	10
6	18	21	15	7	16	12
7	23	18	15	8	12	19
8	23	23	11	11	20	5
9	17	23	11	8	20	14
10	28	18	24	18	21	14
11	20	21	12	10	22	0
12	18	51	10	30	20	8
13	22	27	18	1	14	6
14	26	27	20	30	12	40
15	27	28	18	28	26	15
16	15	30	15	10	24	27
17	16	34	11	7	22	18
18	10	10	9	9	9	4
19	13	9	15	1	15	5
20	30	39	22	17	24	12
21	12	42	13	15	21	23
22	13	27	16	10	18	-7
23	12	11	12	8	21	13
$\overline{X}$ Means	18.10	24.27	14.78	11.69	18.78	11.61

Table 4

The information provided by table 4 parallels the results seen in table 3. The reading achievement of ISC students, as measured by the WRAT surpassed anticipated progress by a considerable margin. However this was not the case in spelling and arithmetic where actual gains fell short of what might have been anticipated from interpolation. According to test results the Project's performance in improving reading skills was outstanding with 17 of the 23 students showing accelerated achievement and only 4 of the group evidencing a slow down. The magnitude of some gains are especially impressive in several instances where students more than doubled anticipated progress.

Unfortunately students failed to register similar progress in other subjects. No adequate explanation may be advanced for these disappointing results. However one might speculate that actual achievement levels in arithmetic and spelling resemble those which would have occurred in the regular program.

To summarize the results of achievement testing, the ISC project seemed to have significantly improved reading achievement of participants, but was of limited value in accelerating achievement in spelling or arithmetic. Since competence in reading is prerequisite to successful performance in nearly all school subjects, the observed gains should be regarded as a significant accomplishment.

Before concluding this section on academic achievement, it might be well to note the considerable power of the ISC project to retain its students of the total group, only 3 students dropped out of the program during the project's duration and these under considerable extenuating circumstances. This represents a 2% drop-out rate compared to over 5% for the district. Considering the "high risk" character of the student body this is a laudable record and attests to the project's value in drop-out prevention.

Parent and Teacher Evaluations:

Two instruments were constructed for the purposes of surveying parent and teacher reaction to the project. The parents survey instrument, which will be considered first, sampled opinions of the project in four distinct domains related to project objectives. Specifically these are improvement in relation 1) self 2) family 3) school and 4) society. Sixty five parents whose children participated in the ISC program responded to the survey by indicating how valuable they regarded the many unique project activities and features. The results of the survey are reproduced in table 5 which follows. The per cent column indicates the percentage of total ratings in the "valuable" or "very valuable" categories for each item.

Table 5

Parent Ratings of the ISC Project

The overwhelming endorsement of the project on the part of parents of participants is clearly indicated in table 5. Every activity and feature received highly favorable ratings with little variation from item to item, making it somewhat difficult to distinguish specific items with especially high ratings. Nevertheless some tenative trends may be noted. For example entries which mention more interpersonal contacts between parents and teachers were very highly rated. There was also special support for individualized guidance and instruction. Finally parents rated very highly the citizenship and skills training which were available during the summer camp program.

These trends probably reflect areas of genuine parental concern and offer valuable clues as to the kinds of directions the regular school program might very well consider.

Implied in the results is the desire of parents that their children receive the best possible learning experiences including a greater amount of attention in the form of individual instruction, tutoring, guidance and counseling. Parents also seem to welcome more frequent informal contacts with teachers.

Table 5
Parent Ratings

	Very Valuable	Valuable	Little Value	No Value	%
A. **Improve Self**					
1. Physical Examinations	26	18	3	2	89
2. Other Medical treatment	14	9	3	4	80
3. Dental treatment (gen.)	19	7	3	3	81
Oral Surgery	2	1	3	2	37
Orthodontic treatment (straighten teeth)	5	2	2	3	58
4. Optical treatment (eyes)	19	6	2	3	83
5. Psychological treatment (emotional)	14	7	3	2	80
6. Counseling Service (individual & group)	30	20	2	0	96
7. Self-help group therapy sessions (camp & Stone Cottage)	18	20	2	0	95
8. Everyday practice in health and grooming routine (camp)	32	21	2	2	92
B. **Improve Self in Relation to Family**					
1. Home visits by teachers and counselors	21	16	6	3	80
2. Scheduled parent conferences in the school	27	24	6	0	89
3. Unscheduled drop in visits and phone calls between parents and teachers	21	17	5	5	79
4. Special parent group meetings	24	26	4	0	93
5. Parents day at camp	34	24	0	0	100
6. Parents accompanying group trips and to concerts	9	12	4	2	65
7. Parents, pupils and teachers involved in work projects (camp)	26	19	2	0	95
8. On-the-spot counseling service available to parents and pupils	35	19	2	1	94
9. Knowing teachers as friends of the family	39	17	1	1	98
C. **Improve Self in Relation to School**					
1. Self pacing (working at own speed)	42	18	1	0	98
2. Individualized instruction in:					
a. Reading	37	13	1	1	96
b. Math	45	15	3	0	95
c. Science	34	18	1	0	98
d. English (spelling; writing)	34	16	2	0	95
e. History	18	5	0	2	94
f. Government	11	7	0	2	90
g. Typing	5	5	1	3	71
h. Sociology	3	4	0	3	70
3. Personalized courses of study (adjusting classes & schedules)	22	12	0	1	98
4. No letter grades ("A","B","C",etc.)	26	9	7	7	71
5. Letter grades but "I" (incomplete) instead of "E"	18	24	4	2	
6. New and different materials (texts and workbooks)	33	22	0	0	88
7. On the spot counseling	35	19	1	0	98
8. Tutoring (teacher aids, college students and others)	32	12	2	0	96

	Very Valuable	Valuable	Little Value	No Value	%
C. Improve Self in Relation to School (cont'd.)					
9. Knowing the teacher and counselor as friends of the family	35	15	0	3	94
D. Improve Self in Relation to Society					
1. Enrichment experiences	8	3	0	0	100
a. Kalamazoo Male Chorus Concerts	32	20	0	0	100
b. Starlight Symphony Concerts	15	19	0	1	98
c. "Oklahoma" (Kalamazoo Youth musical show)	20	12	0	0	100
d. Natural Science Museum (Chicago)	25	19	0	2	96
e. Dining (4 course dinner) in fine restaurant (Chicago)	16	12	0	2	96
f. State capitol and museum (Lansing)	23	9	0	2	96
g. Detroit Zoo	18	10	1	3	90
h. Tiger Ball game (Detroit)	19	9	3	3	83
i. Kellogg cereal plant	14	10	0	3	89
j. Kellogg Bird sanctuary and forest	15	11	0	2	93
2. Real experience in living and building a democratic society (camp)	31	14	1	0	98
a. Leadership training	14	11	4	2	81
b. Training in giving of one's self	34	18	3	1	93
c. Developing and sharing one's talent	30	23	1	0	98
d. Assuming fair share of work and finishing the task assigned	36	22	2	0	96
e. Training in personal responsibility (punctuality, cleanliness and orderliness)	35	22	4	1	92
f. Training in making and upholding rules	38	24	2	0	97
g. Training in respecting and appreciating rights of others	37	18	3	0	95
h. Having time to think and talk with understanding adults (other than parents) about personal concerns and dreams	45	18	1	0	98
i. Training in handling success and failure	33	19	1	1	97
j. Build self confidence by developing skills in camp activities (archery, swimming, canoeing, rifelry, fishing, arts and crafts, music, dancing, etc.)	40	19	2	1	95
k. Experiencing pride in group achievement (building boat house, erecting gateway, beautifying camp grounds, etc.)	42	17	1	0	98
l. Developing healthy and sincere friendships with camp staff					

	Very Valuable	Valuable	Little Value	No Value	%
D. Improve Self in Relation to Society (cont'd.)					
(trained and selected college students and teachers)	44	15	1	0	99
m. Knowing teachers as real people and friends	46	19	0	0	100

They seem eager to cooperate with teachers in an effort to provide better education for their children. Finally parents seem to want the school to provide increased opportunity for children to learn how to function successfully in modern society. In short, parents seem to want a continuation of the activities featured in the ISC project since, fortuitously, the design of the ISC project and its content were perfectly compatible with these parental goals.

Teacher Reaction

A teacher survey was constructed which attempted to reveal the benefits or deficits of the ISC project held for teachers not directly participating in the project. Only 16 replies to the survey were received and several of these were incomplete thus seriously negating the value and validity of the results. Those replies which were received indicated that the majority of teachers regarded the program as valuable. Medical and dental care, counseling, improved attitudes and better adjustment to school were most highly rated as benefits of the program. Removal of problem children from regular classrooms also seemed to be appreciated. Program deficits mentioned included too much freedom for ISC students, and envy by parents of non-participants. All these results must be interpreted with extreme caution because of the limited number of replies.

Summary:

In summary, the preponderance of data collected through achievement testing and survey instruments attest to the success of the ISC program. Improved self-percepts, academic and social performance all seem associated with participation in the project.

The principal benefit of the technical evaluation however, may be embodied in the parent survey, for herein parents have clearly indicated preference for specific educational practices which the ISC project provided.

Assuming Paw Paw Schools will continue to look to the public for financial support, administrators might be well advised to heed this public request and incorporate ISC program features and philosophy into the ongoing educational programs. To do otherwise may be tantamount to seriously risking the alienation of future public support.

REPRODUCING THE PROGRAM - A word to the wise:

1. Selected "ISC staff composed of sensitive, "caring", exhilerated and constant teachers, counselors, diagnosticians and psychologist.
2. Selected advisory council of open-minded and concerned citizens.
3. Extensive and intensive inservice education of total staff, teachers, counselors and administrators.
4. Commitment of total staff to the objectives and plan of implementation of the program.
5. Recognition of the "ISC" school-within-a-school as a vital part of the whole.
6. Continuous involvement of the total staff.
7. Maintenance of an adventurous spirit - not just a rattle of the chains of tradition but courage to cast them off.
8. Encouragement of innovation but with built-in allowance for flexibility.
9. Supportive ("ISC") rooms to serve early elementary, later elementary, middle school junior high, and senior high respectively and staffed by master teachers or certified special education teachers of emotionally disturbed.
10. Pupils assigned to these rooms for specific needs and regularly scheduled hours.
11. New instructional materials appropriate to the individual academic skills and interests of pupils.
12. Seasonal live-in camp experiences interspersed throughout the year - summer, fall, winter and spring.
13. Regularly scheduled parent seminars in an informal setting away from the school proper.
14. Like the boys and girls.
15. In the opinion of this writer a year around live-in camp environment for low achieving pupils with emotional problems would be the most effective educational program. Learning would have meaning and would not be stifled by structure. Teachers could be people with true empathy and "know how!" Pupils could "go to school" at camp and go home on weekends for as many weeks or months as necessary. When they had acquired appropriate skills they would return to the traditional school environment.
16. Handicaps to avoid: (1) Changes in administration and staff after the program is in operation; (2) Useless expenditure of energies in the struggle against tradition and structure; and (3) "Jealousy and bitterness on the part of non-involved staff."

PERSONAL WORTH INVENTORY

By Dr. Gil Mazer and Mr. Stan Pefley

PART I

HOW I AM

Directions: Please write your name at the top of the page.
Below are a number of statements describing how people are at one time or another. Your job is to check the column that tells how often you feel the way that is described. Don't skip any items. If you are not sure of an answer, choose one which comes closest to being true of you. Try to be as honest as you can. Your answers will be kept confidential.

Sample:	I eat a lot	Most of the time	Sometimes	Not often

a. If you think you usually eat a lot, put an x in the column marked "Most of the time."
b. If you think you eat a lot sometimes, mark an x in that column.
c. If you think you rarely eat a lot, put an x in the "Not often" column.

	Most of the time	Sometimes	Not often
1. I have a lot of friends			
2. I am a good listener			
3. I get angry			
4. I am a good athlete			
5. I make my parents unhappy			
6. I am a good leader			
7. I do things I shouldn't do			
8. I like to read			
9. I do as I please			
10. I keep busy			
11. I am liked by my teachers			
12. I get along with my brothers and sisters			
13. My feelings are hurt			
14. I am a lazy worker			
15. I have at least one good friend			
16. I help others			

HOW I AM (contd.)

	Most of the time	Sometimes	Not often
17. I have fun			
18. I am nice looking			
19. I am an average worker			
20. I tell people off			
21. I am helpful to my friends			
22. I am liked by persons of the opposite sex			
23. I make my parents happy			
24. I am a good worker			
25. I trust others			
26. I am unhappy			
27. I like to participate in group games			
28. I like myself			
29. I obey rules			
30. I can't find anything to do			
31. I am very interested and involved in things			
32. I am happy			
33. I enjoy life			
34. I do what I think is right			
35. I don't agree with rules			
36. I believe people different from me are worthwhile			
37. I like most people			
38. I like to do new things			

PART II

HOW I WOULD LIKE TO BE

Directions: We are going to take the survey again, but now you will check the column which tells how you would like to be. Forget how you are really. Make a check for each statement describing how you wish you were.

	Most of the time	Sometimes	Not oft
1. I have lots of friends			
2. I am a good listener			
3. I get angry			
4. I am a good athlete			
5. I make my parents unhappy			
6. I am a good leader			
7. I do things that I shouldn't do			
8. I like to read			
9. I do as I please			
10. I keep busy			
11. I am liked by my teachers			
12. I get along with my brothers and sisters			
13. My feelings are hurt			
14. I am a lazy worker			
15. I have at least one good friend			
16. I help others			
17. I have fun			
18. I am nice looking			
19. I am an average worker			
20. I tell people off			
21. I am helpful to my friends			
22. I am liked by persons of the opposite sex			
23. I make my parents happy			

HOW I WOULD LIKE TO BE (Contd)

	Most of the time	Sometimes	Not Often
24. I am a good worker			
25. I trust others			
26. I am unhappy			
27. I like to participate in group games			
28. I like myself			
29. I obey rules			
30. I can't find anything to do			
31. I am very interested and involved in things			
32. I am happy			
33. I enjoy life			
34. I do what I think is right			
35. I don't agree with rules			
36. I believe people different from me are worthwhile			
37. I like most people			
38. I like to do new things			

PAW PAW PUBLIC SCHOOL REPORT CARD

Name Grade Homeroom Marking Period School Year 19 19

Subject & Teacher	Teachers' Evaluation and Comments									Student Self-Evaluation and Comments								
	1 2	3 4	5 6	7 8 9	10 11	12 13	14 15 16	17 18 Com. Sem. Cr.	19 20	1 2	3 4	5 6	7 8 9	10 11	12 13	14 15 16	17 18	19 2
	1 2	3 4	5 6	7 8 9	10 11	12 13	14 15 16	17 18 Com. Sem. Cr.	19 20	1 2	3 4	5 6	7 8 9	10 11	12 13	14 15 16	17 18	19 2
	1 2	3 4	5 6	7 8 9	10 11	12 13	14 15 16	17 18 Com. Sem. Cr.	19 20	1 2	3 4	5 6	7 8 9	10 11	12 13	14 15 16	17 18	19 2
	1 2	3 4	5 6	7 8 9	10 11	12 13	14 15 16	17 18 Com. Sem. Cr.	19 20	1 2	3 4	5 6	7 8 9	10 11	12 13	14 15 16	17 18	19 2
	1 2	3 4	5 6	7 8 9	10 11	12 13	14 15 16	17 18 Com. Sem. Cr.	19 20	1 2	3 4	5 6	7 8 9	10 11	12 13	14 15 16	17 18	19 2
	1 2	3 4	5 6	7 8 9	10 11	12 13	14 15 16	17 18 Com. Sem. Cr.	19 20	1 2	3 4	5 6	7 8 9	10 11	12 13	14 15 16	17 18	19 2
	1 2	3 4	5 6	7 8 9	10 11	12 13	14 15 16	17 18 Com. Sem. Cr.	19 20	1 2	3 4	5 6	7 8 9	10 11	12 13	14 15 16	17 18	19 2

Times Tardy ☐ Half Days Absent ☐ Half Days Absent To Date ☐

Meaning of Numerals Circled By Teachers and Student – One Choice From Each Box Which Applies

1. Good Attitude
2. Atitude Needs Improvement

3. Pays Close Attention
4. Needs To Pay Closer Attention

5. Comes To Class Prepared
6. Needs To Prepare Better For Class

7. Good Attendance
8. Frequently Absent
9. Frequently Tardy

10. Good Study Habits
11. Study Habits Need Improvement

12. Gets Along Well With Others
13. Needs To Get Along Better With Others

14. Is Meeting More Than Average Requirements Of The Course
15. Is Meeting Requirements Of The Course
16. Is Not Meeting Minimum Requirements Of The Course

17. Participates In Class Discussions
18. Needs To Participate More In Class Discussions

19. Has Good Self–Control
20. Needs To Improve Self–Control